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Bulletin 28 - A Catalogue for the Eleventh Year (1909-1910)

Eastern Illinois University

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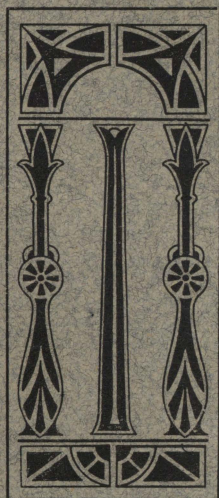
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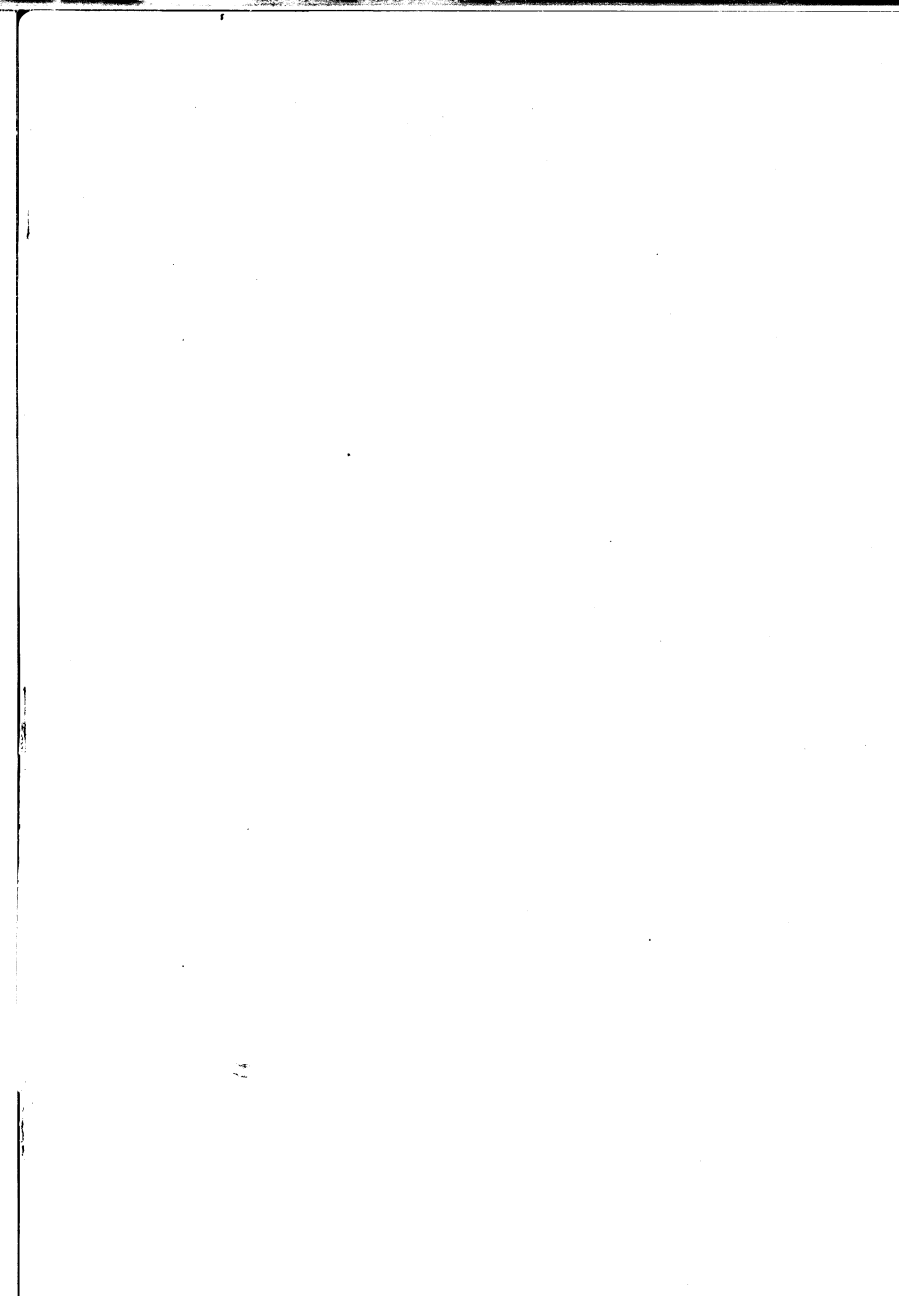
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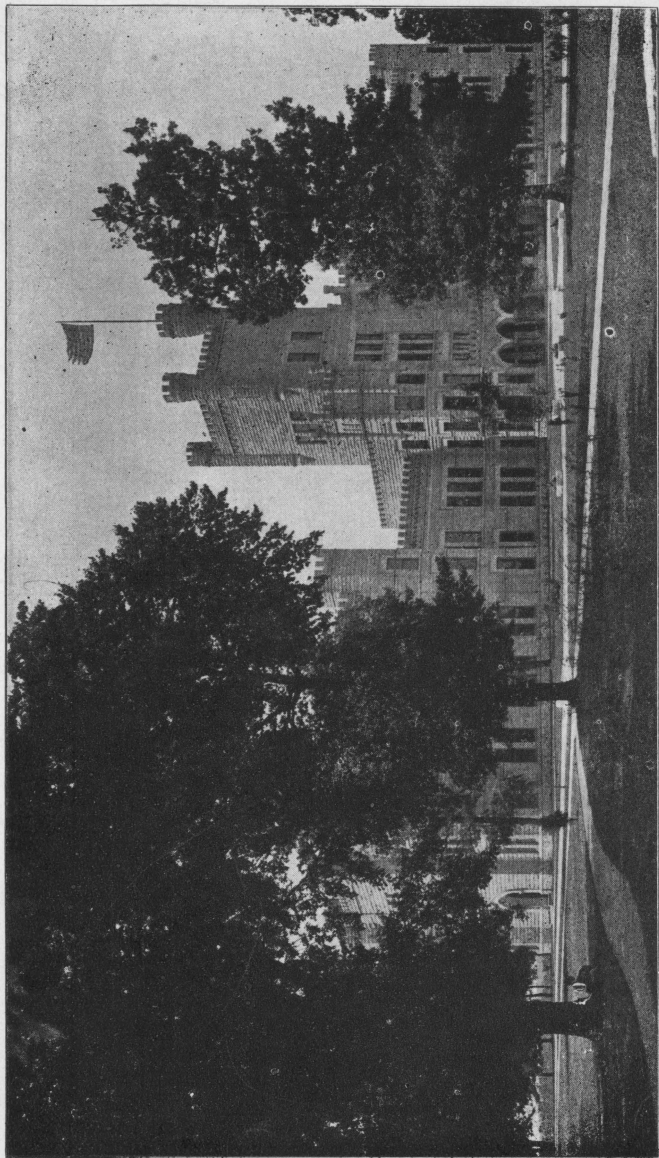
EASTERN ILLINOIS
STATE NORMAL SCHOOL
CHARLESTON



ANNUAL CATALOGUE NUMBER

1909-10
1910-1911





THE EASTERN ILLINOIS STATE NORMAL SCHOOL

EASTERN ILLINOIS
STATE NORMAL SCHOOL
CHARLESTON

A CATALOGUE FOR THE
ELEVENTH YEAR

WITH ANNOUNCEMENTS FOR
1910-1911

NORMAL SCHOOL BULLETIN, No. 28, published
quarterly by the Eastern Illinois State Normal
School, Charleston, Illinois. ¶ Entered March 5th, 1902,
as second-class matter at the postoffice at Charleston,
Illinois. ¶ Act of Congress, July 16th, 1904.

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THE SCHOOL CALENDAR

FALL TERM

Fifteen Weeks.

1910.

*September 13, Tuesday Entrance examinations and
classification. Class work
assigned at 9 A. M.*

December 23, Friday Fall Term ends

WINTER TERM

Twelve Weeks.

1911.

*January 3, Tuesday Entrance examinations and
classification. Class work as-
signed at 9 A. M.*

March 24, Friday Winter Term ends

SPRING TERM

Eleven Weeks.

1910.

*April 4, Tuesday Class work assigned at
9 A. M.*

June 16, Friday Spring Term ends

SUMMER TERM

Six Weeks.

1911.

*June 19, Monday Classification begins at
9 A. M.*

July 28, Friday Summer Term ends

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WALTER NEHRLING,

Gardener.

The names of teachers, with the exception of the critics, are
printed in the order of their engagement.

* Leave of Absence, April to June.

† Leave of Absence, September to June.

THE REQUISITE

IN EDUCATION, various books and implements are not the great requisites, but a high order of teachers. ¶ In truth, a few books do better than many. ¶ The object of education is not so much to give a certain amount of knowledge as to awaken the faculties, and give the pupil the use of his own mind; and one book taught by a man who knows how to accomplish these ends, is worth more than libraries as usually read. ¶ It is not necessary that much should be taught in youth, but that a little should be taught philosophically, profoundly, livingly.

WILLIAM ELLERY CHANNING.

EASTERN ILLINOIS STATE NORMAL SCHOOL

THE PURPOSE AND PLAN OF THE SCHOOL

The function of the state in education extends of necessity to the training of teachers. A rational system of public education implies provision for securing efficiency in the teaching office. Public Normal Schools are the natural outgrowth of a policy of public education. The state is the only agency competent to meet the demands for qualified teachers imposed by its own attitude toward the instruction of its people. The object of a State Normal School is not to expand the earning power of one class of persons at the public charge. It is to give a culture and learning dedicated in a special way to the general welfare. It exists primarily not for the benefit of its students but for the benefit of the whole people. Such a conception is fundamental and determines questions of organization, courses of study, and methods of instruction in State Normal Schools.

SECTIONS FROM AN ACT TO ESTABLISH AND MAINTAIN
THE EASTERN ILLINOIS STATE NORMAL SCHOOL

Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: *That a body politic and corporate is hereby created, by the name of the Eastern Illinois State Normal School, to have perpetual succession with power to contract and be contracted with, to sue and be sued, to plead and be impleaded, to receive, by any legal mode or transfer or conveyance, property of any description, and to have and hold and enjoy the same; also to make and use a corporate seal with power to break or change the same, and adopt by-laws, rules, and regulations for the government of its members, official agents and employes. PROVIDED, such by-laws shall not conflict with the Constitution of the United States or of this State.*

Section 2. *The object of the said Eastern Illinois State Normal School shall be to qualify teachers for the common schools of this state by imparting instruction in the art of teaching in all branches of study which pertain to a common school education; in the elements of the natural and physical sciences; in the fundamental laws of the United States and of the State of Illinois, in regard to the rights and duties of citizens.*

SECTIONS FROM AN ACT TO PROVIDE SCHOLARSHIPS IN
STATE NORMAL SCHOOLS FOR GRADUATES
OF THE EIGHTH GRADE

Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: *That in order to equalize the advantages of the State Normal Schools, there shall be awarded annually, to each school township, or fractional township, a scholarship which shall entitle the holder thereof to gratuitous instruction in any State Normal School for a period of four years. PROVIDED, that any township having a population ex-*

ceeding one hundred thousand inhabitants, shall be entitled to five scholarships.

Section 2. The county superintendent shall receive and register the names of all applicants for such scholarships, and shall hold an examination, or cause an examination to be held in each township, for the benefit of graduates of the eighth grade. PROVIDED, that where a township is divided by county lines, the county superintendent in whose county the sixteenth section is situate shall have charge of the examination in such township.

Section 3. All examinations shall be held on the second Saturday of May in each year, according to rules and regulations prescribed by the Superintendent of Public Instruction, and the pupil found to possess the highest qualifications shall be entitled to such scholarship. Provided, however, that such pupil shall be a resident of the township in which such examination is held. And provided, further, that where no application is received from any township, the county superintendent shall assign the pupil found to possess the next highest qualifications to that township.

Section 4. The county superintendent shall certify the names and addresses of all successful applicants, with the number of the township to which each pupil is accredited, to the Superintendent of Public Instruction, who shall issue to each pupil a certificate of scholarship which shall be accepted by the authorities of any State Normal School, in lieu of any entrance examination, and shall exempt the holder thereof from the payment of tuition, or any term matriculation, or incidental fee whatsoever.

RAILROAD FACILITIES

Charleston can be reached from any station in the district in six hours. From all stations along the Big Four or Clover Leaf it can be reached in two hours or less. Trains on the Illinois Central make close connection at Mattoon; trains from the southeast make close connection at Lerna; trains from the north and south make close connection at Paris. There are twenty passenger trains arriving daily in Charleston—ten on the Clover Leaf and ten on the Big Four. Students from Mattoon or Mattoon connections, can, if they so desire, use the interurban electric line. Charleston is in almost the exact center of a great network of roads, two north and two south roads crossing the district east of Charleston—one at Paris and one at Kansas; two crossing the district west of it—one at Mattoon and one at Windsor; one running close along the eastern border of the district; and one, the main line of the Illinois Central, running along the western border. An equal or greater number of roads cross the district from east to west, some of them north and some of them south of Charleston, several being trunk lines with numerous trains.

Pupils from Vermilion, Edgar, Clark, Crawford, and Lawrence counties, and the eastern part of Cumberland and Jasper, reach Charleston from the east, connecting with the Big Four, either at Paris or Kansas, or from the northeast over the Clover Leaf; those from Clay, Marion, Fayette, Effingham, Richland, and the western part of Cumberland and Jasper and the southern part of Shelby, reach Charleston from the southwest, over the Clover Leaf; those from Champaign, Moultrie, Macon, Christian, the northern half of Shelby, and the western half of Douglas, reach Charleston from the west, over the Big Four.

EXPENSES

Tuition is free to those who are to teach in the public schools of Illinois. An incidental fee of \$2.00 a term is required.

Text books are owned by the school and rented to students at a uniform price of \$1.00 a term. Students wishing to own their books can buy them at the lowest wholesale prices.

Board and room can be obtained in private families for from \$3.00 to \$4.00 a week. Students renting rooms and keeping house can materially reduce the above amounts. Rooms without board can be obtained for from \$1.00 to \$1.50 a week. In all cases students will consult the president of the school.

SATURDAY SESSION

The school holds regular sessions on Saturday, taking Monday as its weekly holiday. This plan gives teachers who have no school on Saturday opportunity of pursuing some regular work in the Normal School, and consequently promotes closer relations between the school and the teachers of the district.

SUMMER SESSION

The demand on the part of teachers and students for an opportunity to study during a part of the summer vacation justifies the State Normal Schools in offering a short term's work during this time.

The subjects offered are designed to meet the wants of:

1. Inexperienced teachers and students of Normal Schools who wish to do work that will receive credit in the Normal Schools of Illinois in courses leading to

a diploma. The programme is so arranged that the student may recite twice each day in many subjects, thus completing the work of a term of twelve weeks in six weeks.

2. Experienced teachers who are employed during the school year. Review courses, courses in general method and lectures, together with observation of work in the Model School, are offered.

STUDENTS RECITALS

Student recitals are given frequently throughout the year. These recitals are recitations, dramatic readings, story telling, delivery of orations, and readings of essays. The material used in the programmes is selected from the best literature, and adapted to the taste, talent, ability, or need of the pupil.

The value of such drill and effort in giving to the student, confidence, a strong presence, an assured bearing, as well as added ease and facility in expression, is readily acknowledged. Incidentally, his acquaintance with literature is broadened and his taste in reading improved.

Among the subjects of the programmes that have been given are—"Group of Stories, with Apologies to 'The Wayside Inn'"; "Selected Poems from Longfellow"; "Stories and Poems from the Works of Rudyard Kipling"; "'Sonny' and Other Stories of Children"; "Scenes from Schiller, Shakespeare, and the Bible"; "Parsifal"; "Tannhauser"; "Scenes from Dickens"; "Scenes from 'Katharine and Petruchio' (arranged from Shakespeare's 'The Taming of the Shrew')"; "Short Stories and Scenes from Kipling and Barrie"; "A Lincoln Day Programme," consisting of selections from Lincoln's writings and extracts from poems and orations on Lincoln. At the end of each year a play

is presented with the accessories of appropriate costume and scenery. Sheridan's "The Rivals" and "The School for Scandal" Goldsmith's "She Stoops to Conquer", Shakespeare's "A Midsummer-Night's Dream," "As You Like It", "Twelfth Night", and "The Tempest", and Tennyson's "The Princess" have been given.

THE STUDENTS' LOAN FUND

The Students' Loan Fund of the Eastern Illinois State Normal School makes it possible for a deserving student in the second half of the course to borrow at a low rate of interest on a personal note, a sum of money that will help him to remain in school and complete the course. This plan has been tried and students have found such temporary assistance of great advantage. The foundation of this fund was secured from admission fees to the senior play and to the Model School entertainment, given during commencement week.

ATTENDANCE AT CHURCH

Each student is expected to attend regularly the church of his choice, or that which meets the approval of his parents. The pastors and members of the different churches have made the students of the school at home in the churches and Sunday schools. The teachers of the Normal School encourage the pupils to form and sustain intimate relations with the churches.

THE COURSES OF STUDY

The following courses of study are offered:

1. A one-year course for graduates of reputable colleges.
2. A two-year course for graduates of approved high schools.

3. A three-year course for graduates of high schools with short courses, and for undergraduates of high schools.

4. A four-year course for teachers holding second grade certificates, and for pupils who have completed a grammar school course and are of sufficient maturity and attainments to do the work required.

THE ONE-YEAR COURSE

FOR COLLEGE GRADUATES

This course is offered to all graduates of reputable colleges who, having mastered more or less thoroughly the subject matter of their chosen lines of work, desire a deeper insight into its educational bearings. The course is planned also to give an opportunity for a more intensive study of those subjects that the candidate is preparing to teach.

Arrangements can be made whereby Normal School graduates with strong educational interests and successful teaching experience, who desire a larger view of the matter and method of education may enter this course.

The lines of work are offered as follows:

General psychology.

The development of the child.

The psychological foundations of educational method.

Theory of school management.

American history.

Economics.

Physiography.

Commercial geography.

Work in the training department.

Subjects elected from other courses.

THE TWO-YEAR COURSE

FOR GRADUATES OF HIGH SCHOOLS

First Year---2B

FALL TERM	WINTER TERM	SPRING TERM
<i>Psychology</i> [4]*	<i>Psychology</i> [4]	<i>Psychology</i> [4]
<i>Arithmetic</i> [4]	<i>Arithmetic</i> [4]	<i>Biology</i> [6]
<i>Geography</i> [4]	<i>Geography</i> [4]	<i>History</i> [4]
<i>Reading</i> [4]	<i>Reading</i> [4]	<i>Grammar</i> [4]
<i>Drawing</i> [4]	<i>Drawing</i> [4]	<i>Elective</i> [4]
<i>Elective</i> [4]†	<i>Elective</i> [4]	

*Number of class periods a week. †Add laboratory periods for elective sciences

Second Year---2A

FALL TERM	WINTER TERM	SPRING TERM
<i>Biology</i> [6]	<i>School Manage-</i>	<i>Philosophy of</i>
<i>Economics</i> [4]	<i>ment</i> [4]	<i>Education</i> [4]
<i>Grammar</i> [4]	<i>History of</i>	<i>Teaching</i> [5]*
<i>Elective</i> [8]	<i>Education</i> [4]	<i>Music</i> [2]
	<i>History</i> [4]	<i>Elective</i> [8]
	<i>Music</i> [2]	
	<i>Elective</i> [8]	

*See page 19

These graduates are divided into two groups.

I. Those taking a general course and intending to prepare for grade positions or principalships. The larger number of students take this course and it is recommended to all who do not show marked ability for special work.

II. Those taking a special course. Although it is

better that the high school teacher be a college graduate, many high schools employ graduates of advanced courses in Normal Schools. For those graduates of high schools who possess marked scholarly attainments and ability and who wish to prepare to teach in high schools, the Eastern Illinois State Normal School offers a strong course.

ELECTIVES, 2B, 2A

Students arrange their elective courses so as to secure three credits in the first year and six credits in the second year. Following is the list of electives with the maximum number of credits allowed for each:

<i>Latin</i> [6]	<i>Botany</i> [3]	<i>Reading</i> [1]
<i>German</i> [6]	<i>Zoology and</i>	<i>Music</i> [1]
<i>History</i> [6]	<i>Physiology</i> [3]	<i>Drawing</i> [1]
<i>English</i>	<i>Physics</i> [3]	<i>Manual</i>
<i>Literature</i> [6]	<i>Chemistry</i> [3]	<i>Training</i> [1]
<i>Mathematics</i> [6]	<i>Geography</i> [2]	<i>Library</i>
<i>Government</i> [1]	<i>Geology</i> [1]	<i>Science</i> [1]
<i>Economics</i> [1]		

A credit in a subject represents four periods a week for a term, or its equivalent. Subjects in which a single credit is allowed represent two periods a week for a year, the outside preparation required being proportionately less than in the four-period subjects. The numerals show the number of credits allowed in each subject. For example, Latin [6] means six terms' or two years' work in Latin.

The choice of electives is subject to the limitations imposed by the printed programme.

TEACHING, 2B, 2A

Three terms of teaching are required. In the spring term of the second year, subjects may be selected from the whole curriculum of the practice school.

The other two terms are provided for as follows: All two-term subjects are open for teaching during the second term in which they are offered. Each student is assigned to teach the subject in which he has shown special proficiency during the term preceding. He is thereupon relieved of further class work in that subject. The teaching is, however, carried on under a double supervision, which secures responsibility both to the critic teachers and to the department in charge of the subject. When the work is satisfactory, a double credit is allowed—one for teaching and one for subject matter. By this arrangement a close relation is established between the practice school and other departments.

When no special proficiency is shown in any two-term subject during the first term the second term's class work is in all cases required. The teaching must then be shifted to the terms immediately following the two-term subjects.

THE THREE-YEAR COURSE

Graduates of high schools offering a three-year course and undergraduates of accredited high schools are admitted to the three-year course. In their first year, they follow the course outlined for the first year of the four-year course; but upon the satisfactory completion of the work of that year they may receive credit for their high school work and thus complete the Normal School course in two more years.

The high schools accredited by the State University

and the other State Normal schools of Illinois are accredited at the Eastern Illinois State Normal School.

THE FOUR-YEAR COURSE

ENTRANCE

The applicant shall have finished a grammar school course and shall be reasonably proficient in arithmetic, English grammar, geography, United States history, physiology and hygiene, drawing, civil government, music, nature study, reading, penmanship, spelling and English.

First Year---D

FALL TERM	WINTER TERM	SPRING TERM
<i>Arithmetic</i> [5]*	<i>Arithmetic</i> [5]	<i>Algebra</i> [7]
<i>Botany</i> [7]	<i>Botany</i> [7]	<i>Physiography</i> [5]
<i>Reading</i> [3]	<i>Reading</i> [3]	<i>Reading</i> [3]
<i>Music and</i>	<i>Music and</i>	<i>Music and</i>
<i>Drawing</i> [4]	<i>Drawing</i> [4]	<i>Drawing</i> [4]
<i>Grammar or</i>	<i>Grammar or</i>	<i>English or</i>
<i>Latin</i> [5]	<i>Latin</i> [5]	<i>Latin</i> [5]

*Number of class periods a week.

Second Year---C

<i>Algebra</i> [5]	<i>Geometry</i> [5]	<i>Geometry</i> [5]
<i>Shakespeare</i> [4]	<i>Rhetoric</i> [4]	<i>Rhetoric</i> [4]
<i>Elective</i> *	<i>Elective</i>	<i>Elective</i>
<i>Meteorology</i> [4]	<i>Geography</i> [4]	<i>Physiology</i> [5]
<i>History</i> [4]	<i>History</i> [4]	<i>Government</i> [4]
<i>Zoology</i> [7]	<i>Zoology</i> [7]	<i>Geography</i> [4]
<i>Latin</i> [5]	<i>Latin</i> [5]	<i>Latin</i> [5]

*Choose two electives.

Third Year—4B

<i>Psychology</i> [4]	<i>Psychology</i> [4]	<i>Psychology</i> [4]
<i>History</i> [2]	<i>Geography</i> [2]	<i>Nature Study</i> [2]
<i>Physics</i> [7]	<i>Physics</i> [7]	<i>Physics</i> [7]
<i>Elective</i> [8]*	<i>Elective</i> [8]	<i>Elective</i> [8]

*Add laboratory periods for elective sciences.

Fourth Year—4A

<i>Special Method</i> [4]	<i>History of Education</i> [4]	<i>Philosophy of Education</i> [4]
<i>Economics</i> [4]	<i>School Management</i> [4]	<i>Teaching</i> [5]
<i>Teaching</i> [5]	<i>Teaching</i> [5]	<i>Manual Training</i> [2]
<i>Elective</i> [8]	<i>Manual Training</i> [1]	<i>Elective</i> [8]
	<i>Elective</i> [8]	

Electives, 4B, 4A

Students arrange their elective courses during the third and fourth years so as to secure six credits in each year. Following is a list of electives with the maximum number of credits allowed for each:

<i>Latin</i> [6]	<i>Botany</i> [3]	<i>Manual Training</i> [1]
<i>German</i> [6]	<i>Library Science</i> [1]	
<i>History</i> [6]	<i>Chemistry</i> [3]	
<i>English Literature</i> [6]	<i>Geography</i> [2]	
	<i>Geology</i> [1]	
<i>Mathematics</i> [6]	<i>Reading</i> [1]	
<i>Government</i> [1]	<i>Music</i> [1]	
<i>Economics</i> [1]	<i>Drawing</i> [1]	

The numerals show the number of credits allowed in each subject. For example, Latin [6] means six terms' or two years' work in Latin.

A credit in a subject represents four periods a week for a term, or its equivalent. Subjects in which a single credit is allowed represent two periods a week for a year, the outside preparation required being proportionately less than in the four-period subject.

The choice of electives is subject to the limitations imposed by the printed programme.

PSYCHOLOGY

The first aim in psychology is to see that the student possesses a body of properly classified psychological knowledge, and to give him a proper method of acquiring such knowledge. His attention is directed to the working of his own mind in such a manner as to make introspection fairly accurate. He is also directed to study the process of mental action in others as manifested in conduct. The student is introduced to the works of trained observers of the human mind that he may see through their eyes and thus correct his own somewhat crude observations.

FALL TERM PROGRAMME

7:30--8:15	8:15-9:00	9:30-10:20	10:20-11:10	11:40-12:30	2:00-2:50	2:50-3:40
<i>Reading</i> 2 B— 2, 3, 5, 6. <i>Drawing</i> 2 B— 4. <i>History</i> 4 B—4, 6.	<i>Grammar</i> 2 A— 2, 3, 4, 6. <i>Economics</i> A— 5. <i>Arithmetic</i> 2B— 2, 3, 4, 6. <i>Drawing</i> 2 B— 5. <i>Physics</i> 4 B—2, 4, 6. <i>History</i> C 2—2, 4, 5, 6. <i>Zoology</i> C—2, 4, 6. <i>Latin</i> D 1. <i>Botany</i> D 2—2, 4, 6. <i>Drawing</i> D 3— 2, 4. <i>Music</i> D 3—3, 5. <i>Reading</i> D 4— 2, 4, 6.	<i>Economics</i> A— 2, 3, 4, 6. <i>Psychology</i> B— 2, 3, 4, 5. <i>Drawing</i> 2 B— 6. <i>Algebra</i> C 1. <i>Latin</i> C <i>Shakespeare</i> C 2—2, 3, 5, 6. <i>Botany</i> D 1—2, 4, 6. <i>Drawing</i> D 1— 3, 5. <i>Latin</i> D 2. <i>Reading</i> D 3— 2, 4, 6. <i>Arithmetic</i> D 4	<i>Biology</i> 2 A—2, 4, <i>Methods</i> 4 A—2,3, 5, 6. <i>Geography</i> 2 B—2, 4, 5, 6. <i>Drawing</i> 2 B—3. <i>Cæsar</i> 4 B. C. <i>Shakespeare</i> C 1— 2, 4, 5, 6. <i>Music</i> D 1—3, 6. <i>Reading</i> D 1—2,4, 5. <i>Arithmetic</i> D 2. <i>Botany</i> D 3—2, 4, 6. <i>Drawing</i> D 4—4,6. <i>Music</i> D 4—2, 5.	Government A, B, —2, 3, 4, 5. Botany A, B—3.5. Physics 2A, 2 B— 3, 5, 6. Virgil 4A, 4B— 2, 4, 5, 6. History C1—2, 3, 5, 6. Meteorology C 2— 2, 4, 5, 6. <i>Arithmetic</i> D 1 <i>Music</i> D 2—3, 5. <i>Reading</i> D 2—2,4,6, <i>Arithmetic</i> D 3. Grammar D 4.	Trigonometry A, B—2, 3, 4, 5. History A, B—2, 3, 4, 5. Literature A, B 2, 3, 4, 5. Advanced Latin 2A, 2B—2, 3, 4, 5 Manual Training A, B—6. German B—2, 3, 4, 5. Meteorology C 1— 2, 3, 5, 6. <i>Algebra</i> C 2. <i>Drawing</i> D 2—3,5. Grammar D 3. <i>Botany</i> D 4—2,4,6.	German A—2, 3, 4, 5. Reading A, B—3, 5. Drawing A, B—2, 4. Music A, B—3, 6. History A, B 2, 3, 4, 5. Literature A, B— 2, 3, 4, 5. Chemistry A. B— 2, 4. Literary Science A, B—2, 4. Manual Training A, B—6. Geology A, B—2, 3, 4, 5. Solid Geometry A, B—2, 3, 4, 5.

LABORATORY WORK

7:30-9:00	9:30-11:10	11:10-12:50	2:00-3:40	2:50-4:30
<i>Botany</i> D 2—3, 5. <i>Zoology</i> C—3, 5. <i>Physics</i> 4 B—3, 5.	<i>Biology</i> 2 A—3', 5. <i>Botany</i> D 3—3, 5.	Botany A, B—2,4. Physics 2 A, 2B— 2, 4.	<i>Botany</i> D 1—3, 5. <i>Botany</i> D 4—3, 5.	Chemistry A, B— 3, 5.

NOTE.—Numbers following letters indicate the section of the class; numbers following the dash indicate the days of the week, beginning with Monday. The subjects in italics are required; those in roman are elective.

WINTER TERM PROGRAMME

7:30-8:15	8:15-9:00	9:30-10:20	10:20-11:10	11:40-12:30	2:00-2:50	2:50-3:40
<i>Reading</i> 2 B-- 2, 3, 5, 6. <i>Drawing</i> 2 B-- 4. <i>Geography</i> 4 B --4, 6.	<i>History</i> 2 A--2, 4, 5, 6. <i>Music</i> 2 A--3. <i>Arithmetic</i> 2 B --2, 3, 4, 6. <i>Drawing</i> 2 B--5 <i>Physics</i> 4 B--2, 4, 6. <i>History</i> C 2--2, 4, 5, 6. <i>Zoology</i> C--2, 4, 6. <i>Latin</i> D 1. <i>Botany</i> D 2--2, 4, 6. <i>Drawing</i> D 3-- 3, 6. <i>Music</i> D 3 2, 4, <i>Reading</i> D 4 2, 4, 6.	<i>History of Education</i> A--2, 3, 4, 5. <i>Music</i> 2 A--6. <i>Psychology</i> B-- 2, 3, 4, 5. <i>Drawing</i> 2 B-- 6. <i>Geometry</i> C 1. <i>Latin</i> C. <i>Rhetoric</i> C 2-- 2, 3, 5, 6. <i>Botany</i> D 1 2, 4, 6. <i>Drawing</i> D 1-- 3, 5. <i>Latin</i> D 2, <i>Reading</i> D 3-- 2, 4, 6. <i>Arithmetic</i> D 4.	<i>School Management</i> A--2, 3, 5, 6. <i>Geography</i> 2B--2, 4, 5, 6. <i>Drawing</i> 2 B--3. <i>Manual Training</i> 4 A--4. <i>Rhetoric</i> C 1--2, 4, 5, 6. <i>Caesar</i> 4 B, C. <i>Music</i> D 1 3, 6. <i>Reading</i> D 1--2, 4, 5. <i>Arithmetic</i> D 2. <i>Botany</i> D 3--2, 4, 6. <i>Drawing</i> D 4--4, 6. <i>Music</i> D 4--2, 5.	<i>Economics</i> A, B-- 2, 3, 4, 5. <i>Botany</i> A, B--3, 5. <i>Zoology</i> 2 A, 2 B-- 3, 5. <i>Physics</i> 2A, 2 B-- 3, 5, 6. <i>Virgil</i> 4 A, 4 B-- 2, 4, 5, 6. <i>History</i> C 1--2, 3, 5, 6. <i>Geography</i> C 2-- 2, 4, 5, 6. <i>Arithmetic</i> D 1. <i>Music</i> D 2--3, 5. <i>Reading</i> D 2--2, 4, 6. <i>Arithmetic</i> D 3. <i>Grammar</i> D 4.	<i>Analytics</i> A, B-- 2, 3, 4, 5. <i>History</i> A, B--2, 3, 4, 5. <i>Literature</i> A, B --2, 3, 4, 5. <i>Adv. Latin</i> 2 A, 2 B--2, 3, 4, 5. <i>Manual Training</i> A, B--6. <i>German</i> B--2, 3, 4, 5. <i>Geography</i> C 1-- 2, 3, 5, 6. <i>Geometry</i> C 2. <i>Drawing</i> D 2--2, 4. <i>Grammar</i> D 3. <i>Botany</i> D 4--2, 4, 6.	<i>German</i> A--2, 3, 4, 5. <i>Reading</i> A, B--3, 5. <i>Drawing</i> A, B--2, 4. <i>Music</i> A, B--3, 6. <i>History</i> A, B--2, 3, 4, 5. <i>Literature</i> A, B-- 2, 3, 4, 5. <i>Chemistry</i> A, B-- 2, 4. <i>Library Science</i> A, B--2, 4. <i>Manual Training</i> A, B--6. <i>Geography</i> A, B-- 2, 3, 4, 5. <i>Adv. Algebra</i> A, B--2, 3, 4, 5.

LABORATORY WORK

7:30-9:00	9:30-11:10	11:10-12:50	2:00-3:40	2:50-4:30
<i>Botany</i> D 2--3, 5. <i>Zoology</i> C--3, 5. <i>Physics</i> 4 B--3, 5.	<i>Botany</i> D 3--3, 5.	<i>Botany</i> A, B--2, 4. <i>Zoology</i> 2 A, 2 B --2, 4. <i>Physics</i> 2 A, 2 B --2, 4.	<i>Botany</i> D 1--3, 5. <i>Botany</i> D 4--3, 5.	<i>Chemistry</i> A, B --3, 5.

NOTE.--Numbers following letters indicate the section of the class; numbers following the dash indicate the days of the week, beginning with Monday. The subjects in italics are required; those in roman are elective.

Illinois State Normal School

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Finally, a careful application of the principles discovered and acquired is made to the problem of teaching. It is impressed upon the student that a scientific statement of a psychological principle is a much easier thing than its ready application to the learning mind.

DEPARTMENT OF EDUCATION AND TRAINING

The chief objects of the department of education and training are:

I. To give the student a clear insight into the educational bearing and value of the various subjects of the common school curriculum.

II. To furnish the conditions for the student to demonstrate by observation and practice, his fitness or unfitness for teaching—this fitness or unfitness to be measured by the following standards:

1. *Natural gifts and personality.*
2. *Knowledge of the subjects to be taught.*
3. *Knowledge of the child.*
4. *Knowledge of the means and methods by which the child and the truth are to be brought into the most economical and fruitful relation to each other.*

The working out of these two large purposes of the department is accomplished by the following means:

1. *Educational insight.*

[a] By *method* work in the various subjects that find a place in the curricula of the common and secondary schools. The method of the subject is given in connection with the teaching of the subject itself and by the regular teacher of that subject. Method is the form that the teacher gives to the truth to make it accomplish its educational end in the most economical way. It is the form and not the substance. It is best taught in connection with the teaching of the subject.

[b] By a study of those subjects that form the foundation of educational theory and practice:

1. *The history of education.*
2. *Psychology.*
3. *Philosophy of Education.*
4. *General Method.*

II. *Training.*

A term of training is made up of the following work:

1. *Observation of lessons taught by critic teachers.*
2. *Observation of "illustrative lessons."*
3. *Written or oral criticisms of these lessons.*
4. *Planning lessons to be taught.*
5. *Complete control of a class for three terms.*
6. *One hour a week in general method.*

GENERAL PLAN OF TRAINING WORK

Everything done in a Normal School, whether it be the teaching of subject-matter or of the general method and theory of education, or the so-called practice work in the Model School, should promote, more or less directly, the *teaching efficiency of its graduates*. It is customary, however, to speak of the actual training work in teaching as beginning with the student's control and instruction of a class in the Model School. The plan herein set forth has to do with the "practice teaching" and attempts to give somewhat in detail the arrangements adopted in this school to make such teaching as helpful as possible to the student.

The value of training work depends largely upon the conditions under which it is done. The purpose of the Practice-Model School of the Eastern Illinois State Normal School is to furnish the most favorable conditions for such training. It consists of nine grades of from twenty to twenty-five pupils each, in charge of six critic teachers and a supervisor, and is

under the complete control of the Normal School authorities. And although it offers what is believed to be the best in the way of illustrative and model work, it aims to be little more than a type of a good common school. Children are admitted to the training school from the city and from the adjoining country districts upon the payment of a small incidental fee. This means that the school is very democratic and that the pupil teachers must meet conditions here very similar to those they will meet later in their own schools.

Many more students annually seek admission to the training school than the facilities will accommodate. In order to maintain a high standard of work, it is necessary to refuse to admit to any room more students than the room can comfortably seat. The seating capacity is limited not merely by the size of the rooms, but also to classes of such size as to insure the most efficient results. That we may prevent any misunderstanding with parents seeking admission for their children, these rules will be strictly followed:

1. Only students who are registered with us will be admitted.

2. All registrations must be made in writing by the parent or guardian and filed with the Supervisor of the Model School.

3. Registrations shall receive consideration in the order in which they are made.

4. Pupils enrolled during the regular year shall have precedence over all others.

5. Enrollment during the summer term does not necessarily imply that the pupil will be admitted during the regular terms. The enrollment of all summer school pupils in the year classes will be governed by the time of registration.

6. Only in exceptional cases will summer work be used to advance a student a grade. The rule is

that it can be used only for review or intensive work or for the removal of a condition. Conditions placed upon students regularly enrolled in the Model School may be removed in the summer school, if an arrangement is made with the teacher under whom the condition occurred and the supervisor.

7. In case any registered pupil fails to appear on the opening day, his name will be dropped from the list unless there is some extraordinary reason of which the supervisor is informed, and if he wishes to enter later he must proceed as before.

8. In case any pupil of the regular year fails to appear on the first day, unless the circumstances are very extenuating and the supervisor is aware of them, his seat will be declared vacant and given to the pupil next in order of registration.

9. This form will be acceptable for registration.

Charleston, Illinois.

Date

To the Supervisor of the Model School:

Please register

for entrance into the Model School for the year beginningin.....grade.

Parent.

.....or

Guardian.

MODEL-PRACTICE SCHOOL

An attempt is made to unite the best elements of a *model* school with the best elements of a *practice* school. The critic teachers and the special teachers of music, drawing, manual training, and history teach regular classes throughout the year. This teaching not only furnishes model lessons for students to observe, but also keeps the children and their work from suffering, as often results where all the teaching is done by pupil teachers.

The model-practice school is the pedagogical laboratory of the Normal School. This does not mean that it is purely an experimental school. Such conservative experimentation as does not defeat the ends of the school is permitted at opportune times. The model school is the place where the course of study is exemplified, where the theory previously received is put into successful practice, and where the broad knowledge of the specialist and the practical experience and professional insight of the training teacher meet on a common ground. These fortunate relationships keep alive a healthy interest, stimulate work along special lines, and encourage investigation in school management and methods in instruction.

One of the first duties of the model-practice school is to show the subjects of the curriculum in organic unity. The various subjects must be so articulated that they may become a part of the alphabet of one's efficiency. Things should not be placed in the course of study which are going to be dropped and never used hereafter. The efficiency of any subject depends upon its being carried on and on throughout life. The entire course, therefore, is organized with reference to the children who are being educated rather than with reference to the student teachers who are being trained.

THE YEAR OF TEACHING

Each student is expected to spend one full year, one period a day, in teaching. At least two terms of this work must be done during the senior year. While it is expected that each student will be required to teach a year, ability and attainment shall be the criteria for judging him rather than the length of time he spends in teaching.

FIRST TERM

The work of this term involves careful preparation and planning of lessons, complete control of a class in discipline, and teaching under the supervision of the critic teachers and supervisor. The critic teachers have a triple function—administration, teaching and supervising. Every effort is made to develop self-reliance, independence and initiative in the student teachers with reference to the first two of these functions. In doing this the teaching is arranged so as to familiarize the student with the work of all departments and so graduated as to suit his needs and abilities. Students who want to fit themselves for a special grade or for supervisory work may be allowed special privileges in teaching and instruction. Ordinarily a student is expected to follow the plan of work prescribed for the year. While the plan necessarily varies in nature as the classes vary in size, in general it is pursued subject to the following conditions:

1. The pupil teacher observes some critic teacher teach, meets with her first for the discussion of the lesson, and later for the criticism of plans on lessons similar to the one observed.

2. Every lesson plan involves an organization of the material to be presented, a knowledge of the basis the child has for mastering the new material, the means

for arousing the need in the child for the mastery of the new material, and the ways of acquiring and applying it. After having familiarized himself thoroughly with these essentials, every student teacher is expected to plan every lesson he teaches in harmony with them.

3. All lesson plans for the entire week are due from the student teacher on Tuesday of the week the lessons are to be taught. Before the lessons are taught the student teacher must meet the critic teacher for criticisms and suggestions upon the plan.

4. During the first term the pupil teachers are divided into as many groups as there are critic teachers and if the Normal School programme permits it, special teachers. These groups rotate among the critic teachers so that each pupil teacher teaches under the supervision of each of them.

5. A different subject is taught each term. In certain cases, the pupil teacher may be allowed to choose the subject and grade he feels best prepared to teach, provided he has done strong work in this subject in the Normal School.

6. The first teaching is done in a recitation room so that the main problem is instruction rather than discipline.

7. The pupil teachers are required to attend class two days in the week. (For further explanation see Observation.)

8. Each critic teacher holds one regular weekly meeting with her group of student teachers to talk over the problems pertaining to the work of her grades. In addition to this group meeting, each critic teacher meets the pupil teachers individually for criticism in their plans and teaching.

SECOND TERM

1. It is presumed that the pupil teacher now has

enough strength to teach a class in the presence of another class at study, although he may not be wholly responsible for the second class.

2. The class work of the previous term is continued. (See Observation.)

3. Attendance at the critic teacher's meetings is still required.

4. Except for some very good reason, both subject and grade are changed for teaching.

THIRD TERM

1. The pupil teacher is now thrown almost entirely upon his own resources. He assumes complete control of a room during recitation or study periods.

2. If some pupil teacher desires to become especially proficient in some grade or in teaching some special branch, the opportunity may be given this term.

3. Continued attendance at such meetings as the critic teachers and supervisor deem advisable is still required.

4. Class work will be continued.

OBSERVATION

Time and Amount

Should the practice teacher observe a term before beginning to teach, or while he is doing his work? The plan here is to have the pupil teacher observe the critic teacher teach the class for one or two weeks and then take the class himself, but continue to observe the critic teacher teach some other subject to the same grade throughout the term. To allow the beginning teacher to spend a whole term in observing before doing any teaching himself is open to two serious objections: To observe intelligently, one must come with problems in

mind. These problems arise from actual *experience*. As the pupil teacher teaches, problems of instruction and problems of discipline are forced upon him, and he goes to his observation of a recitation with these questions fresh in mind, and the lesson he observes has significance and meaning to him.

Again, points gained from observation may be clearly apprehended at the time, but unless the observer has an early opportunity to apply these points, they tend to fade, whereas an attempt to apply these points immediately in his own teaching tends to fix them and make them a part of the teacher's working habits. We need to turn constantly from our work to the model and from the model back to our work.

OBSERVATION OF CRITIC TEACHER'S WORK

Whose teaching shall the pupil teacher observe? The work of the critic teacher and not the work of some other pupil teacher. To have one pupil teacher observe another is like learning good English by studying "false syntax." It is the blind leading the blind. To have the pupil teacher observe the critic teacher's work has these advantages:

1. It allows the pupil to see the work of a first-class teacher.

2. It gives the critic teacher the very best means of criticising in a positive way the faults of the pupil teacher. Instead of saying, "Don't do this or that," the critic can say, "Look for this thing in my lesson to-day and see if it suggests a way out of your difficulty."

3. These written observations give the critic teacher and supervisor a good opportunity for determining the pupil teacher's power to see the vital things in a recitation and to state them clearly. They often reveal the fact that the pupil teacher has failed utterly

to comprehend a suggestion received and assented to, but not understood.

4. It is good for the critic teacher. When the pupil teacher turns critic and expresses opinions on work the critic teacher is doing, it keeps the critic teacher alive to the relationship that should be maintained. It creates and maintains the real bond of sympathy.

METHOD OF OBSERVATION

The pupil teachers may be required by the critic teachers to do such special observing as seems necessary to assist them in their teaching. In addition to this, all pupil teachers are required to do general observation under the direction of the supervisor. This work continues once a week throughout the year and is regarded as a part of the class work. In this weekly meeting, problems faced in teaching, the educational value of the elementary branches, and the special methods and devices involved in instruction, receive consideration. The critic teachers and normal school teachers meet the class occasionally to discuss the scope and nature of the special branches. The study of these branches is followed through the grades with the supervisor. The lessons taught by the critic teachers for this observation are regarded as illustrative lessons. Certain points are arranged for observation beforehand. On the day following, the merits of the lesson observed are discussed in class. Emphasis is placed upon positive criticism.

Not all of the general observation work is intended to acquaint the student teacher with the curriculum. At times it is focussed upon other equally essential points. That the student teacher may have the advantage of a full educational round in his observation work, suggestive syllabi have been prepared for his use. After the facts of one of the syllabi have been developed

in class, the student teacher is sent to the class room to observe some one point in the syllabus, which he reports in writing to the supervisor who criticises and returns it. Each syllabus is printed on a folder, which has three blank pages for the student's report. One report a week is required. The syllabi are generally preserved by the student teachers, as they constitute a valuable collection of material dealing with the practical problems of the schoolroom.

OBSERVATION SYLLABUS NO. 1

Conditions for Work

I. Physical conditions

1. Seats: Adaptation to individual pupils. Kinds of seats. Defects caused by poor seats.
2. Temperature: Range. Uniformity of it. How vary with reference to different subjects.
3. Ventilation: System in use. Its effectiveness. Management of different ways of ventilation. Effect of good and bad ventilation upon work. Frequency with which the air should be changed in the room as determined by the size of the room and the number of people in it.
4. Light: Amount of lighting space. Its relation to floor space. Arrangement, size and height of windows. Glass in windows. Kind and arrangement of blinds. Side from which the light comes. Note individual pupils to determine effect of shadows.
5. Cleanliness and neatness in general as shown by: blackboards, floor, walls, curtains, closets. Presence of unnecessary materials. Blackboard ledges. Adornment of room. Care of desks.

II. Management

1. Classification of pupils: On what basis? Seating.
2. Attendance: Regular. Punctual. Absence. Tardiness.
3. System of reports, registers, etc., for preserving

records and statistical information in regard to students and the school.

4. Programme: Balance. Amount of time given to subjects in relation to their importance. Time of subjects during the day. Adherence to programme by the teacher.
5. Employment of exercises engaging entire student body, as music, marching, physical culture, opening exercises, etc.
6. Attention given to personal appearance of children.
7. Miscellaneous details:—
 - a. Assignments: When and of whom to get them?
 - b. Materials for work, sharpening of pencils, etc; When attend to?
 - c. Monitorial system for tablets, books and other materials.
 - d. Communication permitted: When allowed? Why?
 - e. Leaving room: Freedom allowed.
 - f. Use of dictionary, maps, library, etc.: Subject to what restrictions.

III. Discipline

1. Rules: Number. Kind. Grow out of what?
2. Purposes of punishment: Retributive. Preventive. Reformatory. Formative.
3. Kinds of punishment: Humiliation. Loss of privilege. Imposition of tasks. Corporal. Suspension. Expulsion. Substitution. Discuss appropriateness and effectiveness of each.
4. Offenses: Note intent. Number disturbed. Inhibitory ability of others. Attitude of other pupils toward offender. Cause of offense.
5. Control of play and periods of recreation: Amount of control exercised. Treatment of offenders.
6. Remarks: Kinds. Proper uses.

OBSERVATION SYLLABUS NO. 2**The Children****I. Individuals****1. Physical Condition****a. In general**

(1) Study of arrests shown in anaemia, St. Vitus's dance, adenoids, etc. Symptoms.

b. The senses

(1) Defects of eyes: Appearance of eyes. Position of book while reading. Position of head. Expression when reading from blackboard.

(2) Defects of hearing: Must questions be repeated? Do some appear stupid and inattentive or turn the head during oral work? If so, do they always use the same eye? Do they ever get cues for action from the general movements of the class?

c. Personal habits

(1) Personal habits of pupils as shown in attention given to hair, hands, ears, clothing, and in conversation.

(2) Habits of posture: Relation to health. Key to mental life. Posture in sitting, reading, and in conversation.

(3) Habits of movement.

2. Language

a. Articulation. Enunciation. Stammering. Stuttering. Pronunciation. How improve?

b. Errors in idiom or in grammar.

3. Ability: Chief strength. Chief weakness. How determined?

II. The class**1. At study**

a. Materials for work: Books, paper, pens, pads, maps, globes, rulers, supplementary reading, material.

b. Attention: Devices used to aid in study. At-

tention of pupils to work. Kind of attention employed? How detected? Lapses. How known? Degree of attention.

2. In recitation

a. Spirit of class

- . Prompt, obedient, punctual, industrious. Movements executed in order and in harmony. To what extent do the children imitate? To what extent exercise initiative? Note sustained effort, self-control, deliberation, hesitancy, determination, etc.

b. Reciting class

Number attending. Concentration. Kind of attention. Objective aids. Distractions.

c. Self-activity

Evidences. Strength. Aids. Degree.

d. Accomplishment

(1) Written work

- (a) At seat: Form of letters, spacing, size of rulers. Position of body, of feet, of paper, of pen. Kind of pen, of paper. Accuracy and rapidity. Freedom of movement. Degree of uniformity and variety.

- (b) At blackboard: Neatness, size, spacing, lining, etc.

(2) Memory work: Manner of mastery. Time required. Aids to memory.

- (3) Thought work: How stimulated? Degree of originality and independency displayed. Speed of it.

- e. Motives: What motivization does the pupil have for his study or recitation? What mental powers does he employ? What apperceptive knowledge does he recall? What conclusions are reached.

OBSERVATION SYLLABUS NO. 3.

The Lesson

I. Purpose. General and special.

II. Plan

1. Drill lesson. The aim. How drill was conducted? What was accomplished? Did subject-matter lend itself to drill?
2. Review. When appropriate? Is it a new statement or old material in new relations? Who contributes most, teacher or pupil? What applications are made? Any new problems suggested? How do pupils know when work is done?
3. Examination. When appropriate? Its nature. What does it seek to accomplish?
4. Inductive lesson. See McMurry's Method of Recitation.
5. Deductive lesson. Does the subject lend itself to a deductive treatment? In what grade is it taught? What steps are employed in it? Are any general notions used without sufficient knowledge of their content? Give examples of valid reasoning by the pupils. Of fallacies. Are the children encouraged to reason and to discover their own errors? With what spirit do they leave the lesson?
6. Study lesson. When used? Plan of procedure. Value of it. Aids in study.
7. Recitation lesson. See methods.

III. Materials and devices. Determine their appropriateness in light of the special purpose. Emphasis through vividness, repetition, illustration, isolation, comparison, relation, or organization.

IV. Methods

1. Lecture. Strength and weakness. Virtue in connection with the lesson taught.
2. Topical. General. Special. When use? How use? Advantage. Disadvantage.
3. Text-book. Meaning. How employ, etc.?
4. Question and answer. Used for what purpose? Kinds used, whether direct, indirect, elliptical,

alternative, leading, etc. Appropriateness of each.

V. Assignment

When made. Amount of time spent on it. Describe method of it. Relation to subsequent study.

OBSERVATION SYLLABUS NO. 4.

The Teacher

I. Management of school.

Attention to physical conditions of room, to passing of classes and school, to seating, attendance, pupils at study, to programme.

II. Grasp and presentation of subject-matter.

Preparation as shown in questions, the sequence of topics, emphasis of topics, result achieved.

III. Personality

What in the teacher's manner helps the pupils to learn? Does she encourage independent work, co-operation, and mutual helpfulness? Spirit of teacher as shown in reproof.

Method of reproof—by word, glance, dismissal from class, stopping of work, etc. Necessity for the kind of reproof and the effectiveness of it. Manner of reproof: by courtesy, kindness, charity, temper, unguarded or unjust expressions, petulance, gloom, frowns, sneers, sarcasm, ridicule, joy, cheerfulness, brightness, satisfaction, disappointment, etc.

IV. Attitude toward habits of child

General

What habits is she seeking to cultivate in her class?

What habits is she trying to break up?

What means does she employ?

What motives or incentives are appealed to and which are discouraged?

Does she rely upon obedience, imitation or the

child's power to reason as a basis for right habits?

Is she attentive to the signs of fatigue? How is it shown?

Special.

Habits of body, mind, study, conduct.

GRAMMAR

1. The first term of grammar is given almost entirely to a study of the sentence. Beginning with the essential elements, the class learns their uses and their such modifications as result in the most complex sentence forms. *Prescribed for all four-year students who do not elect Latin. Every term.*

2. The work of the second term, which is based on that of the first, considers more difficult constructions and gives considerable time to parts of speech and inflection. In all courses emphasis is laid on accuracy of terminology and on thought rather than form. *Prescribed for all four-year students who do not elect Latin. Winter, spring and summer terms.*

3. After completing two terms of grammar, students are given a cursory course in novel reading, elementary literature, and library work, especially that they may understand the organization of a modern library and know how to use its various books of reference. *Prescribed for all four-year students who do not elect Latin. Spring term.*

4. Work similar to that in Course 1, though more advanced, is offered. *Prescribed for all students of the two-year course. Spring term.*

5. Parts of speech, inflection, and more difficult constructions in syntax are studied. *Prescribed for all students of the two-year course. Fall term.*

6. This is a course in methods in grammar. The

basis of grammatical study, nomenclature, the literature of grammar, more important constructions and the principles for its teaching, are discussed. *Prescribed for all four-year students. Four weeks in the fall term.*

RHETORIC

This is a practical course in English composition, the aim of which is to enable students to express their own thoughts with some degree of effectiveness. The principal forms of prose discourse are discussed by the instructor, the theory being put into practice by the class in daily and fortnightly themes. Throughout the course parallel reading in nineteenth century literature is required. *Required for all four-year students. Winter and spring terms.*

LITERATURE

1. The sources and development of the English drama will be studied briefly in preparation for the five plays of Shakespeare, each one of which is used to illustrate, so far as possible, the chief elements of the drama. The aim of the course is not only to present adequately the plays undertaken in class, but also to provide the students with equipment sufficient for carrying on successfully future independent study. *Required for all four-year students. Fall term.*

2. Typical masterpieces. An endeavor is made in this course to furnish the pupil with sufficient critical apparatus for attacking independently any non-dramatic form of poetry. Some insistence will be laid on literary history, but the course centers around the various types of literature. Masterpieces of both American and English letters are used and much parallel reading is required. *Elective in all courses. Fall term.*

3. Typical Masterpieces, continued. *Elective in all courses. Winter term.*

4. Modern poets. This course deals principally with writings of one of two men. Tennyson or Browning. The technique of poetry and the spirit of the age receive special attention. *Elective in all courses. Spring term.*

5. Classical Drama. This course will be a study of the drama from the time of Aeschylus to the fall of the Roman theatre. *Elective in all courses. Fall term.*

6. Renaissance Drama. This course will be outlined with especial reference to English drama. *Elective in all courses. Winter term.*

7. Modern Drama. The purpose of this course will be to familiarize the student with what is best in modern drama. *Elective in all courses. Spring term.*

8. The English Novel. In this course five or six typical novels of the nineteenth century are studied in detail. The aim is, primarily, to furnish students with proper standards for judging novels; secondarily, to introduce them to some of the masters of prose fiction. *Elective in all courses. Fall term.*

9. The English Novel, continued. The work for the first few weeks is the same as in Course 5. The rest of the term is given to a technical study of the principles of literary criticism as applied to the novel. *Elective in all courses. Winter term.*

10. The English Novel, continued. The work of this term is the study of the history of the novel from Malory to Meredith. *Elective in all courses. Spring term.*

The courses in the drama and novel alternate. During the year 1910-1911, the course in the drama will be offered.

READING

The purposes of the courses in this department is to develop good oral readers. In the first year of the four-year course emphasis is placed upon thought conception, imagery, enunciation, articulation, emotion and the relation of the physique to reading. This course is largely preparatory, dealing with the fundamentals. Each pupil is required to commit to memory at least one selection each term and present it before the class. No attention is given to what is commonly called "Elocution."

In the course for high school graduates the work is more advanced. The fall term work tries to establish standards for the criticism of reading, in addition to a study of those elementary principles which the classes may seem to need. During the winter term attention is directed towards the method of presenting mental pictures, thought conception, emotion, the central idea, subordination, time values, etc., in the grades.

An elective course is open to those who have completed one of the regular courses in reading and is designed to meet the special needs of individuals in the class. This course will not be given unless six or more elect it.

Several public rehearsals are held by all classes in reading during the year to which the pupils of the school and their friends are invited.

HISTORY, GOVERNMENT, AND ECONOMICS

PRESCRIBED

1. *Methods in History*, two terms. High school graduates' course, first and second years.

2. *Methods in History*, one term. Four-year course, third year.

3. *Economics*, one term. Two-year course, second year; four-year course, fourth year.

II. ELECTIVE

1. *American History and Government*, one year.
Four-year course, second year.
2. *Ancient and Mediaeval History*, one year.
3. *Modern European History*, one year.
4. *Special Periods of American History*, one year.
Courses 3 and 4 alternate. During the year 1910-1911 course 4 will be offered.
5. *American Government*, one term.
6. *Economics*, one term.

The instruction in history aims to lay the foundation for a serious study of the subject. This implies (1) habits of accuracy in dealing with historical facts; (2) acquaintance with representative historical literature; (3) some familiarity with the methods and spirit of historical research; (4) some insight into the nature of historical truth. Entertainment, ideals of life and conduct, inspiration, are to be sought but not too exclusively. An attempt is made to develop a conception of history from the works of modern historians, and to show the relation of such a conception to history in the curriculum of the common school. This does not mean that purely educational considerations are to be ignored, or that the teachers' point of view is to be lost. But it is believed that materials for school history can be selected with due regard to a conviction that history has rights as well as pedagogy.

Current methods of teaching history in the grades and up through the secondary school are studied and illustrated, together with the special literature of the subject. A critical examination of historical text-books is attempted and the characteristics of a good text noted.

The various special aids and appliances useful to historical workers are exhibited.

LATIN

Latin is elective throughout all courses. First year Latin may be taken either in the first or in the second year of the four-year course; Caesar in the second or third; Cicero and Virgil in the third or fourth.

Latin composition is studied in connection with Caesar and Cicero. In the second year, some special attention is given to Roman antiquities; in the third, to constructions not found in Caesar, to figures of speech, the reckoning of time, the memorizing of selected passages, and the study of the Roman constitution.

The work in Virgil includes a study of Greek and Roman mythology, of poetical constructions, figures, and scansion, as well as the consideration of Virgil's debt to Homer and the memorizing of selected lines and passages. Sight translation and the study of the relation of Latin to English are a part of the work of every year. The work of the last term includes a course in Latin composition and a general review of the work of the four years.

Advanced Latin is elective for such students in the high school graduate courses as have successfully completed the four years' work in preparatory Latin. The courses will be alternated in successive years, so that a student may get two years of Latin in advance of his high school work. In the school year of 1910-1911, Livy's History of Rome, Book I., Horace's Odes, and Cicero's De Senectute will be offered. Latin composition is continued throughout the course.

GERMAN

German is elective in the third and fourth years of the four-year course and in both years of the two-year course. The aim is to give the student such knowledge of the principles of German grammar and such practice in reading and translating, as will enable him to understand and enjoy the masterpieces of German literature. Special emphasis is laid upon idiomatic English in translating.

Elementary German

The work of this course includes a thorough study of the grammar, with both written and oral exercises, translation of standard German authors, with free reproduction of the material read, practice in sight reading and memorizing of German poems. In the first year Gluck Auf, Immensee, Hoher als die Kirche, or equivalents are read.

Advanced German

In the second year the class reads Wilhelm Tell, Die Harzreise, Maria Stuart, Minna von Barnhelm, or equivalents. The study of each drama includes a study of the author, the structure and composition of the drama, and its place in German literature. The Joynes-Meissner Grammar is used throughout the course.

MATHEMATICS

Mathematics is purely an abstract science in its principles and processes, and as such affords an excellent means for mental discipline. The logical faculties are trained by the development of principles, of clear-cut definitions and logical forms of analysis, and by the constant effort to secure clear, accurate expres-

sion in solution and explanations. But it has practical as well as disciplinary value. Pupils must know how to perform mathematical calculations accurately and rapidly. Much of this training must come from arithmetic. Skill and power must both be developed here. To do this the subject must be viewed both as an art and as a science. The work in arithmetic in this school makes both of these prominent. In all the work in arithmetic attention is given to methods of presentation in the grades. The department is supplied with geometrical models and English and metric weights and measures, also with lantern slides for use in illustrated lectures on the history of mathematics.

1. *Arithmetic.* The work of this course includes notation, numeration, the fundamental operations with integers and with common and decimal fractions, factors and multiples, the English and metric systems of weights and measures, involution and evolution, and some elementary problems in the measurement of surfaces and solids. *Required in the four-year course. Offered every term.*

2. *Arithmetic.* The principal topics are ratio and proportion and their application to some simple problems of physics and geometry, mensuration, percentage and its applications, and graphic arithmetic. *Required in the four-year course. Offered winter, spring, and summer terms.*

3. *Arithmetic.* The subject-matter of this course and of Course 4 is essentially that of Courses 1 and 2, but the work is more advanced and assumes a knowledge of elementary algebra and geometry. More attention is given to methods of instruction. *Required in the two-year course. Fall term.*

4. *Arithmetic.* *Required in the two-year course. Winter term.*

5. *Methods in Arithmetic.* An effort is made to

have the students become familiar with the best literature of the subject and with recent tendencies in the teaching of mathematics and to have them discover the rational basis for the organization of a course of study for arithmetic in the grades. The library contains a good collection of books on the teaching of elementary mathematics. *Required in the four-year course. Offered fall and summer terms.*

6. *Algebra.* This course covers algebraic notation, the fundamental operations, factoring, highest common factor, lowest common multiple, fractions, graphs and simple equations in one and two unknowns. Both in this course and in course 7, applications are made to simple problems in physics, mechanics, and geometry. *Required in the four-year course. Spring and summer terms.*

7. *Algebra.* The topics studied are involution and evolution, simultaneous equations of the first and second degree, theory of exponents, radicals, complex numbers, and quadratic equations. *Required in the four-year course. Fall and summer terms.*

8. *Plane Geometry.* Books I. and II. In all the courses in geometry special attention is paid to the solution of original exercises. Applications are made to simple problems in physics and mechanics. *Required in the four-year course. Winter and summer terms.*

9. *Plane Geometry.* Books III., IV., and V. *Required in the four-year course. Spring and summer terms.*

10. *Algebra.* The subject-matter includes the theory of quadratic equations, simultaneous equations of the second degree, ratio, proportion, arithmetical, geometrical, and harmonical progressions, logarithms, permutations and combinations, and probability. *Elective in both courses. Winter term.*

11. *Algebra.* A study is made of determinants and

their application to sets of linear equations, some of the elementary properties of series, the binomial theorem, and so much of the theory of equations as to include the elementary transformations, location of roots, graphical representation of functions, Sturm's theorem, Horner's method of approximation, binomial equations, and the solution of the general cubic and biquadratic. *Elective in both courses. Spring term.*

12. *Solid Geometry.* Books VI., VII., and VIII. *Elective in both courses. Fall term.*

13. *Plane Trigonometry.* This course embraces the definitions and properties of the trigonometric functions, the deduction of important trigonometric formulæ, the use of tables of logarithms, the solutions of plane triangles, and various practical applications. *Elective in both courses. Fall term.*

14. *Plane Analytic Geometry.* This is an elementary course in the analytic geometry of the plane and deals in particular with the properties of the conic sections, including a discussion of the general equation of the second degree. *Elective in both courses. Winter term.*

15. *Astronomy.* This course is of special importance to teachers of geography. It is chiefly a study of the solar system. The problems of practical astronomy are investigated as thoroughly as the mathematical acquirements of the class permit. Attention is directed to recent astronomical research. The department is equipped with a four-inch equatorial telescope and with a large number of lantern slides. *Elective in both courses. Spring term.*

GEOGRAPHY

The object of the work in geography is to give the pupils a knowledge of the earth's surface as the home

of man, to show how physical conditions of the earth's surface have influenced life conditions, such as the distribution of peoples and industries, and to show how man has been able to become master of natural conditions, such as aridity of climate.

An attempt is made to have the pupil learn to picture for himself as clearly as possible those parts of the world that he has not seen, and for this the department is well equipped with maps, globes, relief models, pictures, and lantern slides, as well as books and pamphlets. There is also a good collection of industrial materials for illustrating the commercial side of geography.

1. *Physiography*. A study is made of land forms and the processes by which they are developed.

Laboratory work with topographic maps is an important part of the study, and excursions are made by members of the class, both individually and with the teacher, in order that practical illustration may accompany the more theoretical work of the class room. *Required in the four-year course. Spring term.*

2. *Climatology*. A study of the distribution of winds, temperature, and rainfall on the earth, and the factors influencing this distribution. The principles deduced will be applied in the latter half of the term, to some one or more geographic units showing the influence of climate upon other conditions. This course may be elected without electing later courses, but is a requisite for courses 4, 7, and 8 for four-year students *Elective in the four-year course. Fall term.*

3. *Physiography*. A study of land forms, the processes of their formation, and of climate, with a view to an application in general geography. *Required in the two-year course. Fall term.*

4. *The Geography of the North American Continent*. A study of the physiographic regions of North America, with a detailed study of some of the more

important regions of the United States. Students taking this course must have had either course 3 or courses 1 and 2. *Elective in the four-year course. Required in the two-year course. Winter term.*

5. *Methods in Geography.* A study of materials to be presented in the different grades, with reasons for their selection and methods of presentation. Illustrative lessons will be given before the class, from time to time, by critic teachers in the model school. *Required in the four-year course. Winter term.*

6. *Elementary Geology.* *Elective in both courses. Fall term.*

7. *Geography of Eurasia.* Requisites: courses 1 and 2 or 3. *Elective in both courses. Winter term.*

8. *Commercial Geography.* Requisites: courses 1 and 2 or 3. *Elective in both courses. Spring term.*

PHYSICAL SCIENCES

Physics

One year's work in physics is offered. This subject is required throughout the third year of the four-year course, and may be elected in either year of the two-year course. Students electing it must have completed elementary algebra and plane geometry.

Two double periods a week are devoted to laboratory work. About forty problems, nearly all of which are quantitative in character, are worked out in the laboratory. Especial emphasis is given to accurate measurements of extension and mass, determinations of densities, verifications of the laws and principles of mechanics, and heat problems involving expansion and calorimetry. A few problems in sound and light and a number in electricity are introduced, but it is believed that the work in measurements, mechanics, and heat,

is best adapted to a one-year course in the laboratory and of such fundamental value in the study of physics as to deserve especial attention and most of the time available.

The laboratory is well equipped with apparatus, most of which is in duplicate, so that a whole section of students can work on the same problem at the same time.

Three single periods a week are given to recitations upon textbooks and laboratory work, to the demonstration of principles by the teacher, with simple qualitative experiments, and to the application of these principles in numerous problems.

Though the value of formulæ as brief and concise statements of laws is emphasized, students are required to give a logical analysis of each problem and no mere substitution of values in a formula is accepted. It is believed that such a process is mechanical and not conducive to mental activity or power.

Chemistry

One year's work in general inorganic chemistry is offered as an elective in both the four-year and two-year courses. The work consists of two laboratory periods of double length and two recitations each week throughout the year.

The greater part of the time is given to the study of the non-metals because of their peculiar value in the development of chemical theory.

About two months is given to the study of the metals and some attention is given to the matter of solubilities of salts. It is intended that students completing the year's work shall have some skill in manipulation and be ready for the intelligent study of qualitative analysis and other branches of applied chemistry.

In the laboratory the preparation and properties of a number of common elements and compounds are studied, and a number of quantitative experiments, illustrative of chemical laws, performed. The laboratory is well equipped.

Many problems in chemical arithmetic are introduced during the year.

BIOLOGICAL SCIENCES

It is by means of these courses that students are brought into contact with organic nature and obtain an insight into the structures, processes, and environmental relations of living beings. Biological study gives opportunity for accurate and complete observation, for correct interpretation of objects, and for the derivation of inferences, and generalizations. In addition to these methods of thought, the facts and observations are in themselves interesting and important. They aid in establishing a relationship between the student and his organic environment. They form the scientific basis for the understanding of agriculture, sanitation, hygiene, and other economic phases of biology.

The department has an adequate modern equipment for the presentation of these subjects. Microscopes, microscopic slides, physiological apparatus, and collections of plants and animals make individual laboratory study possible. The school garden and greenhouse afford exotic vegetation forms and the best possible conditions for physiological experimentation.

1. *Botany.* This course presents an introduction to plant life. It deals with the organs and physiological processes of the higher plants. Stress is laid upon the relation between the plant and its environment. Recitations, field and laboratory work. *Required in the first year of the four-year course, and elective in the*

two-year course. Fall and spring terms.

2. *Botany.* This course is a continuation of course 1. The structure and life histories of the algæ, fungi, mosses, ferns, and seed plants are considered. Emphasis is laid upon the alternation of generations and the genetic development of the several groups. *Required in the first year of the four-year course and elective in the two-year course. Winter term.*

3. *Zoology.* This deals chiefly with life histories, habits, and environments of forms of animal life of particular importance to man, such as birds, insects, and fishes. The work consists principally of laboratory work, field work, and recitations. *Elective in the second year of the four-year course and in the two-year course. Fall and spring terms.*

4. *Zoology.* This is chiefly for the purpose of acquainting pupils with the animal kingdom, as a whole. The main groups are taken up in order, beginning with the simplest forms and proceeding to the most complex ones. A typical species of each group is considered from a structural, physiological, and ecological standpoint; and the information so obtained is used as a basis for a less detailed study of other representatives of the group. The exercises are in the nature of laboratory work and recitations. *Elective in the second year of the four-year course and in the two-year course. Winter term.*

5. *Biology.* This course forms the first part of the biological work required of high school graduates. Such topics in the morphology and physiology of the higher plants as will lead to a better understanding of plant life, and be helpful in the teaching of nature study are considered. *Required in the first year of the two-year course. Spring term.*

6. *Biology.* Continuation of course 5. Certain animal types are studied for the purpose of illustrating

some general principles of animal behavior, development, and evolution. *Required in the second year of the two-year course. Fall term.*

7. *Human Physiology.* The tissues and organs of the human body are studied as to their structure, function, hygiene, along with consideration of the important life processes. Comparisons are made between the human body and those of lower animals, thus relating the subject to zoology. The work is in the nature of recitations with some laboratory exercises. *Elective in all courses. Spring term.*

8. *Methods in Nature Study.* The aim of this course is to present the general problems concerning science work in the grades and to familiarize students with important plants and animals and with such exercises with them as can be brought before the children in nature study classes. The work involves reports by students, lectures, field work, and bibliography making. *Required in the third year of the four-year course. Spring term.*

9. *Botany.* A course in ecological botany, involving a study of the plant societies in the vicinity of Charleston, will be given during the fall term of 1910. Courses 1 and 2, or their equivalent, are prerequisite. Lectures, laboratory, and field work. *Elective in all courses. Fall term.*

10. *Botany.* An ecological study of the principal tissues of the higher plants. The various tissue systems are taken up in the light of their functions and origin. The modification of tissues through the agency of external factors such as light, heat, moisture, etc., will be studied by means of preparations and experimentation. Prerequisites: Courses 1 and 2. *Elective in all courses. Winter term.*

11. *Botany.* During the spring of 1911 a special course on the flora of Charleston and vicinity will be

given. The methods of identifying plants, the preparation of herbaria and plant collections for laboratories and school museums, and the classification of the plants by habitat groups, form the principal topics. Prerequisite: Courses 1 and 2. *Elective in all courses. Spring term.*

DRAWING

The work in drawing stands for certain well-defined ends in the preparation of the teacher.

With our present educational system, the part of the subject which will be of the greatest value to the teacher is not that which he may teach again in his own school, but that which will enable him to draw quickly and correctly from sight, memory, or imagination anything that will add interest or force to his school work; and that which makes for his own æsthetic culture. At the same time the student teacher must be able to teach a rational system of drawing in the school in which he works.

With these ends in view the instruction has been arranged in two parts.

Illustrative Art.

For the first, a thorough course in free-hand perspective, including:

1. Study of type from solid and natural forms.
2. Practice in application of principles by (a) drawing at sight from the objects; (b) drawing from memory on paper and on the blackboard.
3. Problems in perspective or drawing from imagination (a) on paper, time unlimited; (b) on the blackboard, time sketches.
4. Elements of light and shade.

The second part of the course is not less important

than the first, and its practical value to the teacher is no less real, though less easily perceived.

Decorative Art

The culture that comes from the study of beautiful forms of art must be experienced to be appreciated and its value is not, therefore, so evident as that of illustrative art. Nevertheless, the development of this line of education has an extremely practical application to the lives and industries of the people, and when it becomes general in our schools, so that its influence is widely felt, we may expect America to take equal rank with the old world in the beauty and value of its manufactured products. In the meantime our teachers, at least, must not be wholly ignorant of the laws of beauty and the progress of the world in art.

The Course of Study

The first two terms are taken up with work in black and white, proceeding from a simple outline drawing to a more finished one in light and shade.

Work is done from objects, flowers, fruit and vegetables, type forms, composition, outdoor sketching, pose and casts. The last term is devoted to color work, water colors being the medium, and the idea of drawing in color is given. Pottery, flowers, fruit and vegetables, still life, and outdoor sketching, are the line of work.

The drawing room is well filled with tables, casts, and objects for work.

MANUAL TRAINING

Manual training is required for two terms in the fourth year of the four-year course; it is also elective for three terms in all courses. The woodwork is required

and the weaving and basket-making or the woodwork is elective.

The woodwork includes whittling and benchwork. The technical use of tools is shown in the making of objects which are carefully graded in the order of their difficulty; but considerable choice is given the student as to the article he wishes to make.

Not only is practical instruction given in these particular branches of handwork, but theoretical instruction as to materials and tools used, and the nature and application of the different exercises. Attention is given to excellence in design that the judgment may be trained to appreciate beauty in form and proportion and the suitability of the article to the end in view.

Classes for observation are conducted through all the grades of the Model School.

MUSIC

It is the aim of the instruction in music to cultivate the voice, to instill a taste for good music, and to give some facility in reading vocal music at sight. A view is taken of the educational value of the subject which recognizes the intellectual and moral, as well as the æsthetic possibilities of music. Something is done toward introducing pupils to well known composers, classical and popular. Recitals are given at which both vocal and instrumental works are interpreted by the instructor. The following programmes have been given:

Beethoven

Liszt

Schubert

Schumann

Greig and Chopin

Arias and Ballads by Famous Composers

German Folk Songs

Elliland by Alexander Von Fielitz

The Queen of the Sea by Hummel

Schiller's Lay of the Bell by Romberg.

During commencement week the children of the Model School give an operetta under the direction of the teacher in music. "The Fairy Grotto" by G. M. Stratton, "Hans and Gretel," by Humperdinck and Bohm, and "Cinderella" by E. Cuthbert Nunn have been given.

LIBRARY SCIENCE

The legislature of the State of Illinois has made provision for school libraries by allowing directors the privilege of purchasing books from school funds remaining after all necessary expenses are paid.

There should be the assurance that those in charge of the schools shall know the value of these libraries and understand their use and administration. In accordance with the need of special preparation for this work, an effort has been made to outline a practical course of instruction in the use, selection, and care of books.

The Course of Study

1. Selection and ordering of books.
2. Accession record.
3. Classification.
4. Book numbers.
5. Cataloguing.
6. Shelf department.
7. Mechanical preparation of books for the shelves.
8. Charging system.
9. Reference.

10. Binding.
11. Repairing.
12. Miscellaneous subjects:
 - (a) Supplies or library tools.
 - (b) Handwriting.
 - (c) Scrap-books.
 - (d) Agencies.
 - (e) Traveling libraries.
 - (f) Children's reading.
 - (g) Provisions made by the State for creating and maintaining school libraries; the relation of libraries to schools.
 - (h) General rules governing the use of the library.
 - (i) Care and use of pictures.

THE LIBRARY AND READING ROOM

The library occupies two rooms in the southwest corner of the first floor of the building. It was opened in September, 1899, and since that time has grown steadily until it now contains about 15,000 volumes.

The reference books, bound periodicals, and reserve books are shelved in the reading room. Here are also found the current numbers of over one hundred periodicals, including, in addition to those of general interest, many devoted to special subjects. The books for general circulation are kept in the stack room, to which all students of the Normal School and pupils of the seventh, eighth and ninth grades are admitted. For grades lower than the seventh, school-room libraries are provided. The library has a dictionary card catalogue and the books are classified according to the Dewey decimal system. There is a large collection of classified pictures for use in all departments. Two

trained librarians are in charge, giving necessary aid and instruction to students in the use of books.

A List of Periodicals

American Geographical Society—Bulletin.
 American Forestry.
 American Historical Review.
 American Homes and Gardens.
 American Journal of Psychology.
 American Journal of Science.
 American Journal of Sociology.
 American Library Association—Book List.
 American Library Association—Bulletin.
 American Magazine.
 American Mathematical Monthly.
 American Naturalist.
 American Political Science Review.
 American School Board Journal.
 Annals of Botany.
 Astrophysical Journal.
 Atlantic Monthly.
 Biological Bulletin.
 Bird Lore.
 Blackwood's (*American reprint.*)
 Book Review Digest.
 Bookman.
 Botanical Gazette.
 Botanisches Centralblatt.
 Bulletin of Bibliography.
 Catholic World.
 Century Magazine.
 Classical Journal.
 Classical Philology.
 Classical Weekly.
 Collier's.
 Cornell University—Home Nature Study Course.

Cosmopolitan.
Country Life in America.
Craftsman.
Cumulative Book Index.
Dial.
Edinburg Review. (*American edition.*)
Education.
Educational Foundations.
Educational Review.
Educator-Journal.
Elementary School Teacher.
English Historical Review.
Etude.
Everybody's Magazine.
Forestry Quarterly.
Forum.
Garden Magazine.
Gardener's Chronicle.
Geographical Journal
Government Publications.
Guide to Nature.
Harper's Monthly Magazine.
Harper's Weekly.
House Beautiful.
Illinois State Historical Library-Journal.
Independent.
International Bureau of American Republics—Bulletin.
International Studio.
Journal of American History.
Journal of Comparative Neurology and Psychology.
Journal of Economic Entomology.
Journal of Education. (*London.*)
Journal of Education. (*New England.*)
Journal of Educational Psychology.
Journal of Experimental Zoology.
Journal of Geography.

Journal of Geology.
 Journal of Philosophy, Psychology, and Scientific Methods.
 Journal of Political Economy.
 Journal of the New York Botanical Garden.
 Ladies' Home Journal.
 Library Journal.
 Life.
 Literary Digest.
 Littell's Living Age.
 Little Folks.
 McClure's Magazine.
 Manual Training Magazine.
 Masters in Art.
 Mathematics Teacher.
 Mind and Body.
 Modern Philology.
 Monist.
 Monthly Evening Sky Map.
 Nation (*New York*).
 National Geographic Magazine.
 Nature.
 Nature Study Review.
 New England Magazine.
 New Music Review.
 North American Review.
 North Dakota Magazine.
 Open Court.
 Outing.
 Outlook.
 Pedagogical Seminary.
 Photographic Times.
 Physical Review.
 Plant World.
 Poet Lore.
 Political Science Quarterly.

Popular Astronomy.
Popular Science Monthly.
Public Libraries.
Reader's Guide to Periodical Literature.
Review of Reviews.
Rhodora.
St. Nicholas.
Saturday Evening Post.
School and Home Education.
School Bulletin.
School Century.
School News.
School Review.
School Science and Mathematics.
Science.
Scientific American.
Scientific American Supplement.
Scottish Geographical Magazine.
Scribner's Magazine.
Sewanee Review.
South Atlantic Quarterly.
Speaker.
Suburban Life.
Survey.
Teachers College Record.
Torrey Botanical Club—Bulletin.
U. S. Bureau of Labor—Bulletin.
U. S. Bureau of Manufacturers—Monthly Consular and Trade Reports.
U. S. Bureau of Statistics—Monthly Summary of Commerce and Finance.
U. S. Experiment Stations—Experiment Station Record
U. S. Superintendent of Documents—Monthly Catalogue.
U. S. Weather Bureau—Monthly Weather Review.
Westminster Review (*American Edition.*)

Wisconsin Library Commission—Bulletin.
 World To-day.
 World's Work.
 Youth's Companion.
 Zoologische Anzeiger.

Newspapers

Charleston Daily Courier.
 Charleston Daily News.
 Charleston Daily Plaindealer.
 Chicago Record-Herald, Daily and Sunday.
 Chicago Tribune, Daily and Sunday.
 New York Times, Daily and Sunday.
 St. Louis Globe-Democrat, Daily and Sunday.
 St. Louis Republic, Daily and Sunday.

THE NORMAL SCHOOL BULLETIN

The Normal School Bulletin, a sixteen-page monograph, devoted to educational topics, is issued quarterly and distributed in the immediate territory of the school free of charge. The numbers issued are:

1. A suggestion for Teaching Shakespeare's Dramas, *by Thomas H. Briggs, Jr., A. B.*
2. Method in Teaching, *by Francis G. Blair, B. S.*
3. The Causal Idea of History, *by Roswell C. McCrea, Ph. D.*
4. Some of the Objects of Studying English Grammar, *by W. M. Evans, Litt. D.*
5. The School Garden, *by Otis W. Caldwell, Ph D.*
6. Manual Training, *by Caroline A. Forbes.*
7. The School Library, *by Florence M. Beck, B. L. S.*
8. Graphic Arithmetic, *by E. H. Taylor, B. S.*
9. Reading in Grades, *by Katherine Gill.*
10. The Relation of the Home and School, *by Charlotte May Slocum.*

11. Bird Study in the Rural School, *by Thomas L. Hankinson, B. S.*

12. Bird Study in the Rural School (second edition,) *by Thomas L. Hankinson, B. S.*

13. Physics in the High School, *by Albert B. Crowe, A. M.*

14. Some Suggestions for the Teaching of Geography in the Grades, *by Annie L. Weller, B. S.*

15. Fourth Year Geography in the Illinois Course of Study—Topic: The Work of Water, *by Clara M. Snell.*

16. English Composition in Secondary Schools—Topic: Correct English, *by Florence V. Skeffington, A. B.*

17. The Study of Literature in the Upper Grades, *by Isabel McKinney, A. M.*

20. The School Garden II., *by Otis W. Caldwell, Ph. D.*

23. Some Problems in Education, *by John M. Coulter, Ph. D.*

26. Education and Utility, *by W. C. Bagley, Ph. D.*

THE SCHOOL GARDEN AND GREENHOUSE

An opportunity is given for seeing the work done by pupils of the Model School in the way of elementary agriculture. Small plots of ground are planted and cared for by students, under the direction of the gardener, and the teachers. Connected with the students' garden is a model vegetable garden, a rose garden, and a garden for experimentation and exhibition purposes. All of these divisions are used for demonstrating the proper care of plants, the methods of propagation, crop rotation, and some of the principles of plant breeding.

An excellent four-room greenhouse contains many plants of unusual interest and serves, moreover, as an important adjunct to the botanical laboratories.

Additional facilities for field observation and for obtaining laboratory materials are offered by a small lake, a lily pond, and a forestry of six thousand trees, all of which are within five minutes walk of the biological laboratories.

THE CHRISTIAN ASSOCIATIONS

Both the Young Men's and Young Women's Christian Associations have organizations in the school and are in a flourishing condition. Committees from these associations meet new students at trains and assist them in finding boarding places. Social gatherings under the auspices of the associations are held during the year.

ATHLETICS

All athletic contests in which the school participates are under the control of an athletic association, of which the majority of the men of the school, both students and teachers, are active members.

Students to be eligible to take part in contests with other schools must carry at least twelve periods of work each week and make an average grade of at least seventy per cent.

THE ATHLETIC AND ORATORICAL MEET

The Second Annual Athletic and Oratorical Meet under the auspices of the Eastern Illinois State Normal School Athletic Association was held in Charleston on May 14, 1910. The track and field events were held in the new athletic field of the Normal School and the oratorical contest in the Assembly Hall.

Prizes were awarded to the winners of each of the athletic events, a copper cup for first place, a silver medal for second place, and a bronze medal for third place. To the winner of first place in oratory was given

a copper cup and to the winner of second place, a silver medal.

The athletic meet was won by Mattoon, with a total of 29 points. Paris won the relay race, which did not count for points. During the meet, Mr. Leslie Byrd, of Milford, broke the world's interscholastic record for the discus, making a throw of 134 feet, 10½ inches.

In the oratorical meet Miss Alice Avola Seldomridge, of Paris, won first place and Miss Ruth Clark, of Georgetown, second for the girls. In the boys' division, Mr. Horace Champion, of Mattoon, won first place and Mr. Julius B. Robertson, of Shelbyville, second.

This meet is conducted primarily for the furtherance of clean athletics, clean sport in the high schools of Eastern Illinois, and the proceeds of the meet are used for that purpose.

PHYSICAL EDUCATION

The department of Physical Education provides instruction and means for the improvement and preservation of health and the harmonious development of the body. It prepares graduates to introduce practical free gymnastics into their schools, and to exercise intelligent oversight of the physical needs and conditions of school children.

The work requires regular class exercises in the gymnasium during the fall and winter and on the field in the spring. A limited amount of optional work, outside of regular exercise, is permitted under the supervision of the physical instructor.

The physical welfare of the student is made the prime object of attention. It is the purpose of the department to make a careful physical examination of every student at the beginning of each fall term, at the close of the school year, and at such intervals as seem

necessary. This forms the basis of comparison of the student's condition and needs, and determines the character and amount of exercise necessary to overcome marked deficiencies and irregular development. In accordance with this examination, personal advice and suggestions regarding habits of life, recreation, study and exercise best suited to individual development is given by the special teacher in charge.

Violent exercise will be discouraged, but students will be required to take rational exercise for the proper development of the body and correcting improper postures in standing, sitting, and walking.

Every student in the school, unless excused for special reasons by a physician, will be required to take the work of this department. Each pupil will be expected to have a regular gymnasium suit, which should be obtained at the school in order that suits be uniform both in color and pattern. The cost, including shoes, is about \$5.50.

That the student may obtain a practical knowledge of the theory and practice of teaching gymnastics in its broadest acceptance, for future use in his profession, special lecture courses are given covering the history, systems, methods and educational value of gymnastics and its co-relation with other branches. Practice teaching in the gymnasium, under the direction of the physical instructor is required during the fourth year, that the student may be better enabled to introduce physical training when he enters the general profession of teaching.

COURSE ONE

(a) *Practice.*

Regular exercise in the gymnasium. Free developing exercises; Swedish free exercises; facings and

marchings; elementary heavy gymnastics as work on Swedish boom, climbing ropes and stall bars and vaulting over rope and horse. Elementary balance steps. Gymnastics games, captain, volley and basket ball, and tennis.

(b) *Theory.*

Instruction in Hygiene. Careful consideration is given to the various conditions of life, such as air, diet, exercise, sleep, bathing, and occupation that affect the human organism and tend to adapt it to its environment.

COURSE TWO

(a) *Practice.*

Free developing exercises; Swedish gymnastics; heavy gymnastics on boom, stall bars, ropes, window ladders, and vaulting on box and horse. Gymnastic games, plays, and field sports. Balance steps.

(b) *Theory.*

Lectures in Kinesiology. A knowledge is acquired of the simple anatomical movements of the body and a general analysis is made of the articular and muscular mechanism of gymnastic exercise.

COURSE THREE

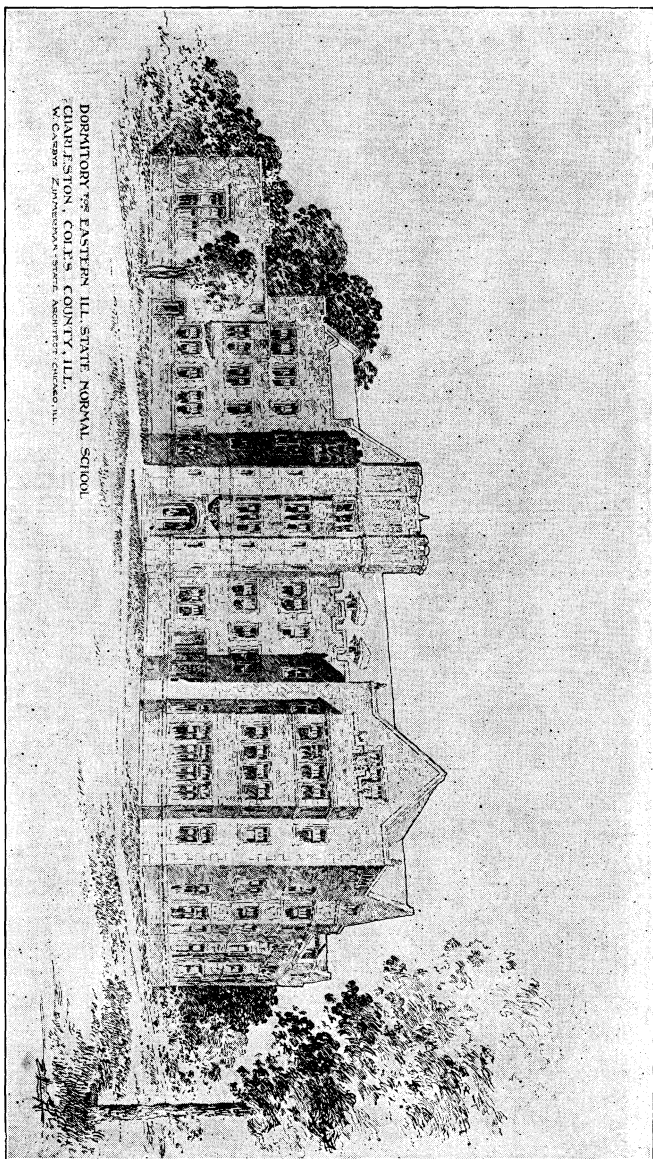
(a) *Practice.*

Swedish gymnastics; light gymnastics including drills in Indian club swinging; heavy gymnastics on ropes, ladders, vaulting horse, and box. Gymnastic games, plays and field sports, including field hockey.

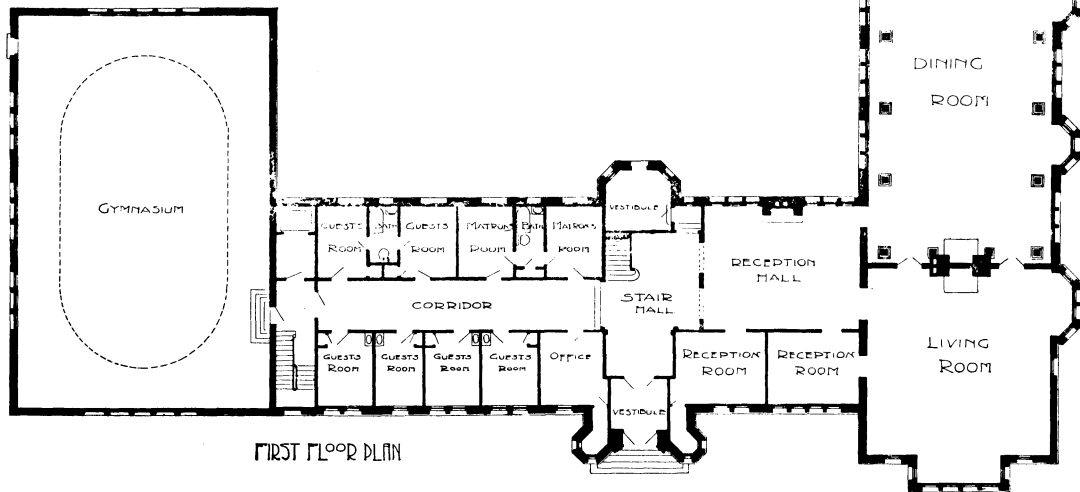
(b) *Theory.*

Lectures in gymnastic theory. This is a continuation of the work in course two. Principles governing the making out of gymnastic lessons are studied and

DORMITORY FOR EASTERN ILL. STATE NORMAL SCHOOL
CHARLESTON, COLEMAN COUNTY, ILL.
W. C. SARGENT ARCHITECT CHICAGO, ILL.

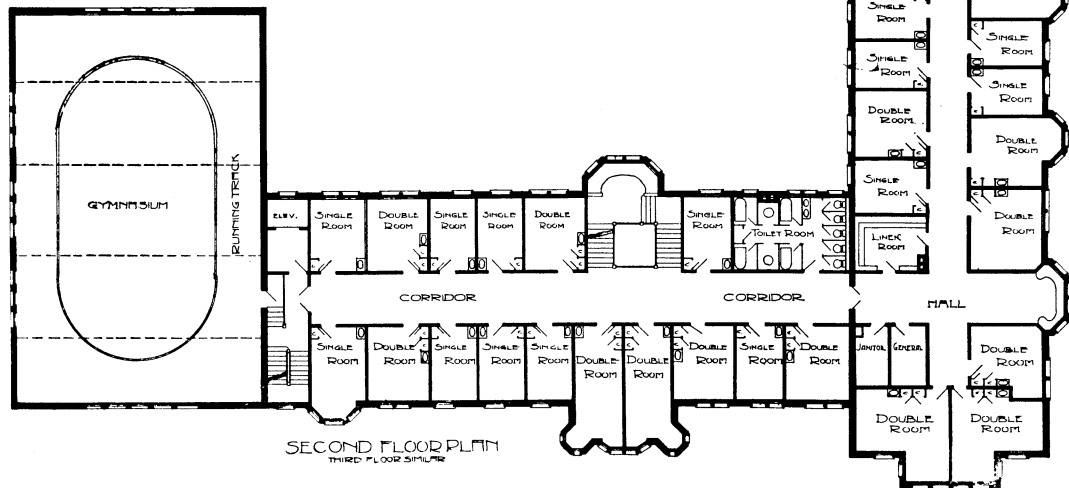


DORMITORY BUILDING
 FOR THE
 EASTERN ILL. STATE-NORMAL-SCHOOL
 AT CHARLESTON, ILLINOIS
 W. CARBYS ZIMMERMAN
 STATE ARCHITECT
 CHICAGO



FIRST FLOOR PLAN

DORMITORY BUILDING
FOR THE
EASTERN ILL. STATE NORMAL SCHOOL.
MT CHARLESTON, ILLINOIS.
W. CARBYS ZIMMERMAN
STATE ARCHITECT
CHICAGO.



the gymnastic day's order is analyzed. The subject of schoolroom gymnastics, together with story-plays and games are considered, also the grading of gymnastic exercise.

COURSE FOUR

(a) *Practice.*

Advanced Swedish gymnastics; advanced drill in Indian club swinging; instruction in advanced heavy apparatus work; athletics for women, including running, jumping, and throwing the basket ball, field sports and out-of-door games. Aesthetic gymnastics.

(b) *Theory.*

Lectures on the subject of the history and literature of Physical Education. It is the purpose of this course to give the student a general idea of the origin of physical education, its rise and development as a science and to acquaint him with the characteristics of the various forms of physical exercise during the ancient, mediaeval, and modern historic periods.

Practice teaching is conducted in the gymnasium, each student in turn teaching a section of the class, general criticisms being made by the physical instructor and pupil critics. Students are expected to present written criticisms of each gymnastic lesson taught by a fellow student, these being read and discussed later in the class for the benefit of fellow members.

MODEL SCHOOL

Physical education in its broadest sense includes, not only the cultivation of certain muscular exercises and technical dexterities, but the conservation of all those agencies influencing every mental and nervous faculty the harmonious action of which we call health.

It is the development, by use, of the motor powers

of the body for the sake of health and serves as a basis for the cultivation of higher mental and moral faculties. The aim is health and education, strength of body, strength of mind, strength of soul, the perfect harmony of mind and body.

With the knowledge that it is the function of education to train the growing individual for usefulness in life and that the capacity for usefulness is largely determined by physical health, the value of gymnastics as taught in public schools today is easily understood.

The work in the Model School provides instruction in gymnastics in the school room and gymnasium by the physical instructor once a week, the critic teachers conducting outlined lessons in the school room two or three days during the week, time depending on the grade.

In the lower grades formal gymnastic work is used but little, muscular activity being gained through educational play. To the child, play is the real world, and in early childhood cannot be overdone. Free play exercises muscles, improves circulation, stimulates digestion and glandular activity and is necessary for the growth of the child. Stories adaptable to surroundings are repeated to the children, the themes and actions being executed by the pupils. The child is unconscious of the energy being expended, but is developing mental and physical powers in a pleasing manner.

In the grammar grades, the work is more formal, Swedish free exercises being used in combination with games and plays. In the latter, we develop imagination, imitation, observation, harmony, unselfishness, honor and self control, all of which can be guided so as to become a powerful factor in education, moral, physical, and mental. Marching drills and reigens are also used, as well as balance steps for the training of the power

of co-ordination, also for the development of grace and poise. In the spring the work is conducted out-of-doors, boys of the upper grammar grades receiving instruction in track athletics, the girls playing basket ball and field games.

WOMAN'S BUILDING

The legislature of 1907 appropriated one hundred thousand dollars for the woman's building and gymnasium—the first appropriation for such a purpose ever made in the State of Illinois. A fine stone structure was finished and occupied January fourth, 1909. Nearly all the rooms in the building were taken from the first and the demand for rooms has already exceeded its capacity. The building has met the fondest hopes of its most ardent advocates, and its value as a social center in the school and in setting good standards of living is already established.

Room, including heat and light, with table board and privileges of a laundry, is furnished for four dollars a week. Students are not required to furnish anything.

STUDENTS

Graduate Students

Chamberlin, Frank Gays
 Huber, Harry L. Mattoon

Saturday Students

Dowler, Emery R. Tower Hill

One-Year Course

Huffman, Jessie F. Charleston

Second Year of the Two-Year Course

Avey, Blanche Le Roy
 Boyars, Josephine Kansas
 Cottingham, Maude Charleston
 DeWolfe, M. Estella Assumption
 Driscoll, Irene Charleston
 Gallagher, Margaret Alton
 Glassco, Alia Charleston
 Hoggard, Goldie D. Arthur
 Martin, Patti Arthur
 McNutt, Mrs. Lillian Elgin
 Munson, Kezia E. Arcola
 Nay, Mabel Kansas
 Patton, Mae Arthur
 Pendergast, Mary C. Charleston
 Powell, Zella F. Mattoon
 Schmaelzle, Carl J. Charleston
 Sutton, Fairy E. Oblong
 Voris, Katherine Neoga
 Watt, Bernice O. Newton

First Year of the Two-Year Course

Ashmore, Lula B. Charleston

Bibler, Bertha L.	St. Joseph
Brayton, Virgul L.	Charleston
Coffey, Anna E.	Kansas
Coffman, Dixie	Hume
Draper, R. Caroline	Upper Alton
Endsley, Carlos M.	Charleston
Frazier, James B.	Paris
Freeman, Mary	Albion
Gaiser, Lois M.	Charleston
Glassco, Hazel G.	Charleston
Green, Eva D.	Kansas
Greer, Eva	Carmi
Henry, Flossie E.	Kansas
Hill, Stanley	Mattoon
Jennings, Alma I.	Charleston
Jennings, Mary N. I.	Charleston
Jennings, Walter W.	Charleston
Kinzel, Eva H.	Mattoon
Lord, Margery J.	Montreat, North Carolina
Maddox, Elizabeth B.	Eminence, Kentucky
Malhoit, Nora A.	Assumption
Manuel, Charles A.	Charleston
Mason, Helen G.	Charleston
Maxham, Helen J.	Charleston
Murphey, Edith M.	Urbana
Nichols, Fern	Charleston
Norton, Attaway	Evansville, Indiana
Norton, Clara H.	Evansville, Indiana
Parkison, Cora A.	Charleston
Patrick, Ada	Decatur
Robinson, Ruth L.	Edwardsville
Rose, Ethel M.	Bement
Schlobohm, Lucy S.	Findlay
Schumacher, L. Walter	Altamont
Turell, Inez	Champaign
Valentene, Florence D.	West Lafayette, Indiana

Winter, Emily C. Charleston

Third Year of the Three-Year Course

Zimmerman, Henry H. Effingham

Fourth Year of the Four-Year Course

Adair, Elizabeth Charleston
Bigler, Harry Sigel
Birdzell, William I. Charleston
Burke, M. Coral Cloverdale, Indiana
Carman, Ruth Charleston
Connelly, Rae Westfield
Davis, Sylva B. Charleston
Dwyer, Katherine, Charleston
Eck, Lulu E. Charleston
Fears, Amanda Humbolt
Fellows, Mary E. Neoga
Freeland, Minnie C. Bellair
Fryer, Margaret L. Charleston
Givens, Harry Paris
Hallock, Willmetta Charleston
Heeb, Evalena Charleston
King, Ivan Charleston
Larrabee, Edna Oblong
Long, Ruth Charleston
Lowry, Edith Westfield
Mathes, Georgia Charleston
McCrory, Esther Charleston
McDonald, Mary M. Charleston
Miles, Sophia O. Charleston
Milholland, Grace E. Charleston
Mullins, Helen G. Charleston
Rankin, Cora E. Gibson City
Rardin, Bruce Rardin
Riche, Mildred A. Nora Springs, Iowa

Serviss, Gladys H.	Charleston
Snapp, Carl F.	Findlay
Snapp, Roscoe R.	Findlay
Sullivan, Margaret E.	Charleston
Tarble, Charles,	Martinsville
Welsh, Grover F.	Paris
Wiman, Anna M.	Yale
Woodson, Amy	Charleston
Zimmerman, Percy.	Charleston
Zimmerman, Robert L.	Mineral

Third Year of the Four-Year Course

Adkins, Frances	Charleston
Baird, E. Claire,	Moweaqua
Butler, Lee A.	Charleston
Byers, Helen	Charleston
Carney, Valentine D.	Charleston
Fleming, Denna F.	Paris
Fleming, Guy R.	Allenville
Freeman, M. Madge	Charletson
Galbreath, Annie	Ashmore
Garman, Mary	Bethany
Gray, Ruth	Charleston
Hill, Charles	Charleston
Homann, Fred G.	Mattoon
Housel, Olive	Hindsboro
Jones, Vernie A.	Willow Hill
Kibler, Carl M.	Wheeler
Kimball, Lula	Westfield
Linder, Lewis S.	Charleston
Long, Charles E.	Charleston
McDougle, May	Charleston
McKittrick, Cynthia A.	Tower Hill
Mitchell, Kate	Charleston
Newman, Grace	Charleston

Phipps, Anna E.	Charleston
Pinkstaff, Ralph W.	Charleston
Rennels, Ursa	Charleston
Rich, Ciney	Birds
Rodecker, Waverly	Mulberry Grove
Sampson, Homer C.	Wheeler
Sanborn, Lillian	Spring Grove
Schriner, Elizabeth O.	Charleston
Shoot, Lois M.	Charleston
Sidwell, E. Roscoe	Casey
Stanberry, Hewett R.	Charleston
Stewart, Alma	Ashmore
Taylor, Kathryn B.	Arthur
Taylor, Ruthe	Arthur

Second Year of the Four-Year Course

Adair, Ethel F.	Charleston
Adams, D. Ruth	Allendale
Allison, Worth A.	Charleston
Ames, Nellie B.	Charleston
Anderson, Clara A.	Charleston
Anderson, Mabel	Ramsey
Ashbaugh, Edwin	Sumner
Bell, Gladys	Charleston
Bingaman, Florence M.	Lerna
Blackburn, Nema E.	Paris
Bowling, Nancy O.	Charleston
Bradley, Corinne	Charleston
Brines, Orman N.	Lancaster
Brown, Louisa E.	New Douglas
Byers, Veva M.	Charleston
Carney, Mary J.	Charleston
Cassaday, Minnie E.	Dudley
Chapman, Bertha M.	Charleston
Connell, Harry O.	Charleston

Crist, Ruby	Arcola
Crowe, Elizabeth D.	Charleston
Cruit, Beulah R.	Findlay
Dollahan, John W.	Lawrenceville
Dollahan, Martin L.	Lawrenceville
Dorsey, Bessie F.	Moro
Dulin, Nina	Charleston
Ewald, Paul G.	Mt. Carmel
Ewalt, Anice B.	West Alexandria, Ohio
Farrar, Anna J.	Mattoon
Feagan, Gladys E.	Charleston
Francy, Anna C.	Livingston
Frazier, G. Otis	Paris
Gaines, Florence E.	Loxa
Gossett, William E.	Casey
Grubbs, Franklin A.	Redfield, Arkansas
Harris, Ruby M.	Coffeen
Hoffman, Grace	Moweaqua
Hopper, Orley C.	Janesville
Houchen, Bertha	Mattoon
Houchin, Lillie E.	Arcola
James, D. Vivian	Newton
James, Foy C.	Bushton
Jones, Sarah L.	Charleston
Jordan, Carrie M.	Charleston
Keefer, Iva M.	Paris
Kime, David O.	Dudley
King, Robert	Charleston
Kisner, Lynn	Bellair
Kisner, Roy	Bellair
Kisner, Warren A.	Bellair
Kruse, Marie	Tuscola
Lanman, Ruth A.	Ashmore
Linder, Ruth	East Alton
Lippincott, George H.	Greenup
Logan, Leah A.	Arcola

Lovett, Elizabeth R.	St. James
MacGilligan, Stanley	Shelbyville
Maxey, Rosa	Oblong
May, James H.	Charleston
McCallister, Gladys C.	Arcola
McDonald, Georgia H.	Lerna
McDougle, Elizabeth	Charleston
McDougle, Grace A.	Humbolt
McGurty, Frank J.	Charleston
McKnight, Robert B.	Oblong
Milholland, Paul A.	Charleston
Moore, Gertie M.	Cowden
Morse, Ora	Findlay
Mulliken, Paul M.	Humbolt
Newlin, Muriel H.	Charleston
Newman, Margaret	Charleston
Ney, Mary E.	Pana
Orcutt, Guy R.	Charleston
Phillips, Minnie A.	Sullivan
Pinkstaff, Orra F.	Lawrenceville
Prather, Lillie	Ashmore
Rankin, W. Merle	Charleston
Reid, Emily C.	Lancaster
Robinson, Runie T.	Farina
Rominger, Maurice F.	Charleston
Rosebraugh, Esther M.	Charleston
Rosebraugh, Lela	Charleston
Rugan, Laura E.	Vandalia
Sarchet, Iris R.	Charleston
Schriner, Dimple B.	Westfield
Scott, Ella G.	Newton
Scotton, John L.	Charleston
Seaman, Charley R.	Toledo
Seaman, May	Toledo
Serviss, Ray E.	Charleston
Sexson, Portia W.	Charleston

Sharp, Mildred	Mattoon
Spilman, Roberta	Normal
Stanberry, Lawrence L.	Janesville
Steinmetz, Ferdinand H.	Edwardsville
Stevens, Benny F.	Charleston
Stevenson, Jessie B.	Greenville
Stitt, Eva W.	Toledo
Tarble, Alice	Martinsville
Taylor, Victor E.	Charleston
Tyler, James H.	Charleston
Voyles, Robert F.	New Douglas
Walk, Hugo A.	Sigel
Whalen, Mary M. F.	Charleston
White, David E.	Bogota
Wieland, John A.	Marshall
Wiemers, Oscar W.	Edwardsville
Wilson, W. Monroe	Charleston
Wiman, Lester	Oblong
Wiman, Raymond V.	Yale
Wright, Fern G.	Charleston

First Year of the Four-Year Course

Albin, Lela	Newman
Aten, Margot A.	Fidalgo
Austin, Howard B.	Blue Mound
Bails, Erle	Charleston
Barger, Joseph L.	Charleston
Barrett, Inez M.	Ashley
Bartels, Herbert G.	Charleston
Bartels, Otilie W.	Charleston
Batemon, Minnie O.	Tamalco
Beals, Emma E.	Trilla
Beals, Frank T.	Trilla
Bidle, Mary H.	Charleston
Bilyeu, Katherine M.	New Douglas

Birch, George T.	Ingraham
Boatman, Archie O.	Olney
Bowman, Elmer D.	Charleston
Boyer, Brent	Ashmore
Brown, Everette J.	Charleston
Brown, Fred,	Mattoon
Brumfield, Loren	Bellmont
Bruster, Mabel E.	Charleston
Bryan, Gideon W.	Ingraham
Buckley, Van F.	Greenup
Burtner, Ethel	Allerton
Butler, J. Grove	Charleston
Carnes, Wallace	Shelbyville
Chamberlain, Lola O.	Herrick
Chenoweth, Lela M.	Charleston
Cherry, George W.	Hidalgo
Chesnut, Oliver P.	Bogota
Chesnut, William M.	Bogota
Cockelaras, Mary C.	Irving
Conrad, Charles W.	Charleston
Corzine, Bruce H.	Charleston
Cowger, Ada E.	Shobonier
Craig, Orlan R.	Fair Grange
Crews, Ruth A.	Charleston
Crim, Harry C.	Charleston
Daily, Lawrence C.	Humbolt
Davis, Herman M.	Charleston
Davis, Loxa E.	Charleston
de Werff, Emil	Farina
Diffenderfer, Harry	Bogota
Eade, Alpha D.	Greenville
Edwards, Ruth	Tuscola
Evans, Archie	Bellmont
Fasig, Mabel C.	Charleston
Fehrenbacher, Chester L.	Bogota
Fields, William W.	Enfield

Fletcher, Ruth E.	Sorento
Flick, Ward	Mt. Carmel
Ford, Sara E.	Allerton
Frakes, Reba L.	West Union
Frazier, Arthur O.	Paris
French, Blanche	Bellmont
French, Guy C.	Bellmont
Frisbie, Ruth C.	Charleston
Funk, Goldie D.	Moriah
Funk, Nina M.	Moriah
Furness, Mabel M.	Sullivan
Galbreath, Conrad V.	Ashmore
Galbreath, Elizabeth	Ashmore
Galbreath, Loula M.	Charleston
Gallup, Alberta	Hanson
Giffin, W. Earl	Charleston
Gilbreath, Cora J.	Henning
Goldsmith, Alonzo F.	Jewett
Golladay, Alma A.	Ashmore
Gordon, Homer K.	Charleston
Gossett, Aaron L.	Casey
Gossett, Homer A.	Charleston
Graham, Levi M.	Paris
Gubbins, Bert	Albion
Gubbins, George Jr.	Albion
Hanley, Mary E.	Charleston
Harding, Mary I.	Newton
Hardy, Edith M.	Waterloo
Hart, Frances E.	Charleston
Hawkins, William	Charleston
Hill, Ross	Charleston
Holaday, Carrie	Iola
Horn, Oscar H.	Browns
Housel, Mamie L.	Hindsboro
Huber, Iva C.	Charleston
Hudson, Louise D.	Charleston

Hunt, Minnie M.	Arcola
Hurst, Dollie	Toledo
Hutchison, Etta	Dix
Hutton, Nina H.	Charleston
Jennings, Grattan	Charleston
Johnson, Loren L.	Annapolis
Jones, Ruth G.	Pinkstaff
Keith, Elden F.	West York
Keller, Frances J.	Mattoon
Kennard, Jesse L.	Bellmont
Kilgore, Edna C.	Charleston
Kincaid, Leota M.	Ashmore
Lambird, Ada P.	Newton
Lane, Stella A.	Dieterich
Lasater, Lela G.	Springerton
Lawton, Stella R.	Paris
Lindsey, Flora E.	Arcola
Luther, Villa P.	Charleston
MacBroom, Ruth M.	Charleston
Mackan, Agnes	Sullivan
Maginn, Ethel M.	Newton
Marshall, Judson	Ingraham
Marshall, Stella M.	Albion
Mason, Nellie C.	Wheeler
McCallister, Robert A.	Arcola
McCandlish, Fred R.	Toledo
McCoy, Alma G.	Sidney
McDougle, Jesse S.	Charleston
McDougle, Della	Charleston
McNutt, J. Raymond	Charleston
Meeker, Iva P.	Hazel Dell
Metzger, Clara A.	Shobonier
Miller, George O.	Palestine
Mitchell, Franklin	Olney
Morgan, Albert E.	Allendale
Morgan, Mamie M. L.	Allendale

Morrison, Blanche	Hanson
Morrison, Eugene	Charleston
Nash, Walter L.	Trilla
Newby, Irene	Greenville
Nickols, Bertha	Rochester
Noffke, Rudolf R. ...	Sigel
Osborn, Hazel P.	Hindsboro
Payne, Edwin F.	Newton
Pennell, Horace	Charleston
Phipps, Harold S.	Charleston
Pierce, Hattie F.	Sullivan
Pinkstaff, Lee	Lawrenceville
Popham, Helen E.	Charleston
Purcell, Leah S.	Hindsboro
Rardin, Mabel M.	Humbolt
Read, Walter	Newton
Rennels, Howard	Charleston
Rhodes, Susie V.	Charleston
Richardson, Linnie K.	Wayne City
Ridgeway, Allen G.	Martinsville
Robards, Ruth O.	Noble
Rodgers, Eugene	Janesville
Ryan, Leonore C.	Mattoon
Sargent, Samuel S.	Charleston
Schlobohm, Anna K.	Findlay
Sharpe, Mylbra A.	Tower Hill
Shoemaker, James W.	Charleston
Shrader, Dora	Humbolt
Sidwell, Clarence B.	Casey
Slack, Elsworth	Bogota
Slater, Elva M.	Homer
Smith, Glenn F.	Humbolt
Smith, L. Ethel	Indianola
Snapp, Willard H.	Findlay
Soughers, Virgia M.	Scotland
Sparks, Gale	Rosemond

Springer, Leila M.	Springerton
Stanberry, Lena M.	Janesville
Stanfield, Dessie M.	Hutsonville
Stanfield, Harry G.	Hutsonville
Stroud, Ethel	Altamont
Stroud, Frank D.	Altamont
Stroud, Roland C.	Altamont
Stump, Grace K.	Irving
Thompson, Thomas A.	Arcola
Tiffin, Mrs. Lucile C.	Hillsboro
Tolly, Ruth	Charleston
Trogon, Doran S.	Mattoon
Tucker, Thula	Paris
Turner, Elma	Ramsey
Twigg, Helen R. C.	Brocton
Tyrrell, Clara	Ashmore
Van Matre, Amanda	Noble
Walker, Hazel K.	Hindsdale
Wall, Joseph D.	Charleston
Wampler, Hazel	Humbolt
Wampler, J. Palmer	Birds
Ward, Beatrice E.	Toledo
Ward, Chleo F.	Toledo
Wark, Hugh B.	Spencer
Waters, Rebekah	Charleston
Watt, Charles W.	Hunt
White, Forrest I.	Charleston
White, Gladys I.	Charleston
Willber, Alice H.	Janesville
Williams, Ed L.	Newton
Wilson, Delphia M.	Paris
Wilson, Herbert J.	Newton
Wilson, Mary M.	Charleston
Wilson, Mrs. Pearl N.	Allerton
Wilson, Sumner G.	Charleston
Winkleblack, Walter G.	Ashmore

Winter, Charlotte M.	Sullivan
Wiser, Clem	Martinsville
Witters, Clara E.	Sullivan
Witters, Laura A.	Sullivan
Wooten, Estelle M.	Tuscola
Wright, Pearle	Ashmore
Yeakel, Essie L.	Taylorville

SUMMER TERM, 1909

Abston, Fay	Warrensburg
Abston, Lana	Warrensburg
Adair, Elizabeth	Charleston
Adams, Mary E.	Charleston
Albright, Ethel I.	Rossville
Alexander, Ada E.	Rantoul
Alexander, Gertrude	Kansas
Ames, Inez	Charleston
Anderson, Mabel	Ramsey
Anderson, Minnie L.	Allerton
Andrews, Margaret P. .	Mattoon
Armstrong, Leila M.	Warrensburg
Ashbaugh, Edwin	Sumner
Ashmore, Lula B.	Charleston
Bacon, Adda M.	Raymond
Bacon, Vera P.	Hindsboro
Bainum, Mrs. Harriett	Olney
Baker, Richard	Neoga
Ballard, Noel	Bellmont
Barr, Fausta F.	Mattoon
Barracrough, Pearl M.	Sorento
Bartholomew, Lola	Vermilion
Beals, Ora	Stewardson
Beardsley, Frank A.	Charleston
Begg, Mary E.	Robinson
Bell, Mary E. .,/.	Paris

Bell, Maude E.	Camargo
Best, Essie H.	Nokomis
Bidle, Clara G.	Westfield
Bidle, Jessie	Casey
Black, Berta M.	St. Francisville
Bolan, Minnie.	Guys
Bottenfield, Alva O.	Oblong
Bowling, Lena	Charleston
Boyd, Velda	Trimble
Boyer, Mamie	Newman
Boyer, Margaret	Olney
Braden, Edna V.	Dudley
Bray, Nellie R.	Waggoner
Bray, Ruth E.	Waggoner
Briggs, Stella	Charleston
Bright, Harold	Westfield
Britt, Blanche O.	Rantoul
Brown, Mrs. Gladys	Mattoon
Brown, Golda A.	Rantoul
Brubeck, Linda C.	Edinburg
Bubeck, Elizabeth E.	Marshall
Buckler, Della	Metcalfe
Burns, Mabel	Robinson
Butler, J. Grove	Charleston
Butler, Lee A.	Charleston
Byrne, Sadie L.	Olney
Calhoun, Della B.	Effingham
Canine, Bessie I.	Sheldon
Carmody, Mary G.	Farmersville
Carney, Lydia Z.	Charleston
Carroll, Sadie E.	Vera
Case, Clarence G.	Fillmore
Case, Jennie	Charleston
Case, Mabel F.	Rossville
Caughey, Joy	Robinson
Chapin, Nelle	Oakland

Chapman, Lena M.	Paris
Clark, Helen A.	Olney
Clegg, Cecile M.	Tower Hill
Clow, Maud	Altamont
Cochran, Elberta B.	St. Elmo
Cockelrears, Allie L.	Vandalia
Coffey, Opal E.	Oakland
Colbert, Avis B.	Hagarstown
Cole, Martha E.	Fillmore
Colson, Etta M.	Fairland
Colyer, John W.	Arcola
Conn, Caroline	Delrey
Cook, Ida M.	Hanson
Corzine, Edna L.	Charleston
Corzine, May I.	Charleston
Cottingham, Maude	Charleston
Coulter, Bessie C.	Camargo
Cox, Eunice M.	Hutsonville
Cramer, Eliza K.	Irving
Cramer, Elsie	Yale
Cramer, Lena S.	Irving
Crandall, Blanche	Farina
Craner, Bessie	Buckley
Craner, Florence J.	Buckley
Crews, Irene	Grayville
Crews, Ruth A.	Charleston
Crutchley, Pearl	Mulberry Grove
Cunningham, Georgia E.	Annapolis
Curran, Julia G.	Raymond
Curson, Josie	Effingham
Davidson, Grace	Sullivan
Davis, Mary C.	Hume
Davis, Pearl L.	Toledo
Davis, Ruby E.	Gays
Davis, William W.	Litchfield
Dawson, Mary B.	Cook's Mills

Dickman, George F.	Altamont
Dickson, Bessie M.	Hindsboro
Dill, Estelle	Paris
Dinnel, Lucy E.	Keensburg
Dodd, Sarah O.	Martinsville
Douglas, Mary E.	Mt. Carmel
Dowler, Emery R.	Tower Hill
Draper, R. Caroline	Upper Alton
Driscoll, Irene	Charleston
Driver, Blanche A.	Sidney
Drumun, Flora E.	Casey
Dubre, Vanna	Dudley
Duhamel, Nora N.	Effingham
Dunn, Mary E.	Effingham
Dwyer, Katherine	Charleston
Eagan, Fannie K.	Kinmundy
Earnhart, William H.	Flat Rock
Eck, Lulu E.	Charleston
Elledge, J. Lawrence	Paris
Engelbrecht, Anna	Kinmundy
Ernst, Jesse	Charleston
Estes, Nora E.	Mt. Vernon
Ewert, Ethel J.	Mattoon
Fairchild, Lida M.	Danville
Farrell, Annie	Sorento
Fellows, Mary E.	Neoga
Feltman, Irene M.	Eaton
Ferguson, Bertha L.	Redmon
Ferrel, Mabel	Newton
Fidler, Bernice A.	Martinton
Fields, Mary E.	Olney
Finkbiner, Bessie H.	Marshall
Flaherty, Cecil P.	Charleston
Flaherty, W. B.	Charleston
Fletcher, Belle	Dalton City
Fletcher, Ethel	Dalton City

Flickner, Berchie M.	Paris
Fogler, Erma P.	St. Elmo
Folck, Benjamin A.	Robinson
Ford, Scott M.	Ashmore
Foreman, Carl W.	Dudley
Fortney, Bonnie P.	Casey
Fortney, Lola E.	Effingham
Foster, Lena N.	Watseka
Foster, Ruth E.	Marshall
Foutz, Winnefred	Olney
Frazier, Ina	Montrose
Freeland, Fay	Greenup
Freeland, Minnie C.	Bellair
Freeman, Agnes M.	Charleston
French, Guy C.	Bellmont
Fuller, Esther	Charleston
Fulwider, Artha	Tuscola
Gallagher, Margaret	Alton
Gannaway, Elsie G.	Mattoon
Gannaway, Lelia	Gays
Garrett, Everett E.	Neoga
Garrett, Leslie B.	Neoga
Garvin, Jennie	Paris
Gaston, David J.	Carmi
Gelvin, Lucille	Rantoul
Gilbert, Eunice L.	Marshall
Gilbreath, Cora J.	Henning
Givens, Harry	Paris
Glassco, Alia N.	Charleston
Goebel, Albert E.	Montrose
Golladay, Alma	Ashmore
Goodall, Lillian	Litchfield
Gordon, Bess I.	Hillsboro
Gould, Goldie M.	Shobonier
Graham, Alta B.	Allerton
Graham, Charles W.	Marshall

Graham, Ruby	Humbolt
Grant Frances C.	Charleston
Grubbs, Franklin A.	Redfield, Arkansas
Guthrie, Lillian J.	Mattoon
Hall, Mrs. B. F.	Bourbon
Hall, Leslie A.	Tuscola
Hallock, Willmetta	Charleston
Hamilton, Vernie R.	Avena
Hampton, Richard M.	Charleston
Hancock, Faye	Newman
Hanley, Mary E.	Charleston
Hanna, Hugh Jr.	Dudley
Hannon, Margaret C.	Ivesdale
Hardwick, Pearl	Murdock
Hardy, Edith M.	Waterloo
Harker, Mrs. B. R.	Little Rock, Arkansas
Harrington, Julia A.	Humbolt
Harrington, Norah F. ..	Arcola
Harris, Fred M.	Charleston
Harry, J. Roscoe	Humbolt
Harshbarger, Nellie	Ivesdale
Hatley, Myrtle M.	Mt. Vernon
Haumesser, Martha J.	Shumway
Haumesser, Mary E.	Shumway
Hawkins, William	Charleston
Hayes, Margaret	Paris
Heeb, Evalena	Charleston
Held, Agnes M.	Raymond
Hempen, Fred J.	Carlyle
Henaughan, Mary E.	El Paso
Henaughan, Nora L.	El Paso
Henry, Jennie	Robinson
Hess, Darle	Georgetown
Hillard, Clara L.	Casey
Hirtzel, Mamie S.	Effingham
Hodgson, Daisy F.	Albion

Hopwood, Lois E.	Sandoval
Hoskins, Goldie M.	Henning
Hostetler, Ruth	Charleston
Hoult, Agnes	Chrisman
Houser, Eulalia M.	Newton
Hughes, Cora E. ..	Homer
Hughes, Corinna E.	Toledo
Hughey, Zona G.	Donnellson
Ickes, Mary A.	Long View
Ireland, Lillian M.	Vandalia
Isler, Blanche	Danville
Isley, Homer	Montrose
Jakeway, Mabel	Sidney
James, Foy C.	Bushton
James, Lillian M.	Newton
Jayne, Dolly	Newton
Jestes, Irma E.	Sorento
Johnson, Effie	Mahomet
Jordan, Mary E.	Newman
Jordan, Olive E.	Blue Mound
Katz, Raymond G.	Mattoon
Keagy, Lura E.	Grayville
Keller, Carrie	Marshall
Kelley, Helena M.	Paris
Kelley, Nelle	Paris
Kern, Vern H.	Gays
Kessell, Anna A.	Cook's Mills
Kibler, Anna	Newton
Kibler, Elma	Newton
King, Jessie	Mattoon
Kinsella, Elizabeth C.	Jerseyville
Kirkham, Earl R.	Newton
Klein, Katie	Mattoon
Kramer, Maye	Moccasin
Krebs, Margie E.	Mt. Carmel
Kuhne, Blanche	Rantoul

Lacy, Pearl	Trilla
Lafferty, Charlotte	Martinsville
Landis, Mary G.	Hoopeston
Langhead, Catherine M.	Palestine
Larrabee, Edna	Oblong
Lauher, Lillie M.	Westfield
Layher, Laura J.	Sandoval
Leever, Carrie M.	Vandalia
Lemon, Ethyl A.	Windsor
Lewis, Mary	Waggoner
Lilly, Harry	Altamont
Lippincott, Mary E.	Charleston
Liston, Louise P.	Joliet
Logan, Byrdie A.	Oakland
Long, William J.	Charleston
Love, Juneta G.	Charleston
Lynes, Mamie C.	Toledo
MacGilligan, Stanley	Shelbyville
Machler, Frances H. A.	Litchfield
Maclean, Stella M.	Nokomis
Madden, Mary A.	Georgetown
Major, Elsie F.	Warrensburg
Manhartz, Bertha V.	West Union
Marlin, Rachel	Carmi
Marshall, Jennie	East St. Louis
Marshall, Judson	Ingraham
Marshall, Stella M.	Albion
Matthew, William R.	Custer
Mattox, Laura	Sullivan
Maxey, Rosa	Oblong
Maxon, Madge	Farina
May, James H.	Charleston
McCrory, Bertha E.	Charleston
McEvoy, Goldie M.	Hume
McGuire, Leila D.	Oakland
McKinney, Charles B.	Irving

McLaughlin, Mary C.	Paris
McMorris, Bertie F.	Metcalfe
McQueen, Noah	Sadorus
McSorley, Nellie F.	Martinton
Meneley, Maule E.	Champaign
Menke, Marie L.	Mattoon
Merkle, Elwin L.	Charleston
Messinger, Fay	St. Joseph
Metzger, Lena B.	Shobonier
Miles, Sophia O.	Charleston
Milhollan, Grace E.	Charleston
Miller, Albert	Rossville
Miller, Hortense	Argenta
Miller, Jessie B.	Rantoul
Miller, Pyrlle	Argenta
Mitchell, Ensign F.	Ashmore
Montague, Nora	Wheeler
Moore, Della	Ashmore
Moore, Halene F.	Ashmore
Moorhead, Mattie	Westfield
Morris, Nelle	Allerton
Morrison, Grace	Dalton City
Musgrave, Gladys	Hutsonville
Myers, Clara	Oakland
Neill, Hattie A.	Vandalia
Neisler, Leola F.	Fillmore
Newell, Agnes E.	White Heath
Newlin, Muriel H.	Charleston
Newman, Edna	Martinsville
Newman, Grace,	Charleston
Newton, Spray	Hillsboro
Norman, Claude S.	Carlyle
Norton, Attaway	Evansville, Indiana
Norton, Clara H.	Evansville, Indiana
O'Bryan, Hiram B.	Pesotum
O'Day Rene	Trilla

O'Donnell, Josie	Beaverville
O'Donnell, Mamie J.	Martinton
Oliver, Ada	Altamont
Orr, Mabel	Sidell
Paden, Josephine	Irving
Paradee, Bertha J.	Vandalia
Patterson, Katherine C.	Ridgefarm
Paull, Julia A.	Palestine
Pendergast, Marguerite M.	Charleston
Pendergast, Mary C.	Charleston
Pendergast, Nelle	Charleston
Perry, Bertha	Mattoon
Perry, Nelle	Rilgefarm
Peter, Mona D. F.	Mt. Carmel
Pierce, Lillian L.	Ridgefarm
Powell, Pearl P.	Sullivan
Prather, Ona A.	Ashmore
Quatman, Mary	Altamont
Rachow, Tipmer	Reno
Raef, Lena	Newton
Randolph, Lillie	Toledo
Raper, James A.	Montrose
Rardin, Bruce	Rardin
Rawland, Tinnie	Olney
Reeder, Maude	Humbolt
Rhodes, Robert	Trilla
Ridgley, Nelle A.	Olney
Riley, India M.	Greenville
Roberts, Leona A.	Arcola
Robinson, Runie T.	Charleston
Robison, Emma H.	Oakland
Roney, Mabelle F.	Dalton City
Roper, Amelia T.	Champaign
Ross, Carrie R.	Hoopeston
Roy, Celia A.	Mattoon
Ruffner, Bess	Greenup

Russell, Mary E.	Lerna
Sage, Mary	Macon
Sampson, Abbie F.	Mattoon
Sampson, Ella	Mattoon
Schroeder, Laura F.	Grayville
Schumacher, L. Walter	Altamont
Schweitzer, Estella	Marshall
Scott, Ella G.	Newton
Scott, Georgia N.	Vandalia
Selders, Edythe W.	Dudley
Serviss, Gladys H.	Charleston
Serviss, Ray E.	Charleston
Sexson, Portia W.	Charleston
Sharp, Mildred	Mattoon
Shawver, Goldie E.	Martinsville
Sheehy, Thomas E.	Dalton City
Sherman, Phebe A.	Casey
Shinn, Laura E.	Effingham
Shumaker, Mary M.	Bible Grove
Shupe, Maude E.	Mazon
Sisson, Esther I.	Ridgefarm
Skaggs, Sarah E.	Waggoner
Skidmore, Susan E.	Newman
Slack, Effie W.	Dudley
Smith, Ethel A.	Brownstown
Smith, L. Ethel	Indianola
Smith, Lydia	St. Elmo
Smith, Mona L.	Effingham
Smith, Myrtle V.	Farina
Sparks, Charles E.	Rosemond
Sparks, Emma E.	Rosemond
Sparks, Gale	Rosemond
Sparks, Harry R.	Trilla
Sparks, M. Fern	Rosemond
Spelman, Bessie J.	Arcola
Spicer, B. Harry	Indianola

Stanley, Dean	Lovington
Starkey, Albert L.	Pesotum
Starkey, Clara	Danville
Stauffer, Martin E.	Smithboro
Stearns, Winnifred S.	Homer
Stevens, Bertha C.	Coffeen
Stewart, Bertha B.	Charleston
Stigler, Grace	Paris
Stockton, Laura S.	Martinton
Story, Izora	Sullivan
Stowe, Arthur C.	Greenville
Stroud, Frank D.	Altamont
Stroud, Roland C.	Altamont
Sullins, Thomas B.	Effingham
Sullivan, Margaret E.	Charleston
Sullivan, Mayme	Charleston
Sutton, Mattie	Oblong
Sutton, Ruby L.	Merom, Indiana
Swango, Mary E.	Paris
Taiiaferro, Bessie	Watseka
Tarble, Charles	Martinsville
Tate, P. Albert	Sault Ste. Marie, Michigan
Taylor, George R.	Indianola
Tedford, Gertrude M.	Flat Rock
Tiffin, Rhoda M.	Vermilion
Trost, Ben	Addieville
Tunker, Marie L.	Upper Alton
Underwood, Mae	Loogootee
Vaughan, Elsie H.	Sullivan
Vaughan, Ivanora R.	Sullivan
Vincent, Mary F.	Gays
Wagoner, Blanche	Oakland
Walker, Iola R.	Charleston
Waltrip, George E. Mattoon
Waters, Daisy F.	Oakland
Watkins, Grace	Toledo

Watkins, Lizzie M.	Isabel
Watt, Bernice	Newton
Weaver, Marion V.	Lake City
Wehmhoff, Merrill F.	Dalton City
Weiler, Anna C.	Claremont
Weiler, Clotilda	Claremont
Weiler, Katharine	Claremont
Westerlin, Elizabeth K.	Sidell
Westfall, Minnie	Hoopeston
White, Alverta L.	Merom, Indiana
White, Anna C.	Ivesdale
White, Minor E.	Dressor
Wiley, Flossie	Kansas
Williams, Clyde	Ridgefarm
Williamson, Alice B.	Upper Alton
Williamson, May P.	Tuscola
Willis, Alva C.	Charleston
Wilson, Nellie A.	Broadlands
Wittmer, Charles D.	Carmi
Wood, Margaret L.	Isabel
Wood, Marie C.	Paris
Woodruff, Nell O.	Hillsboro
Woody, Bertha E.	Dieterich
Wright, Fern G.	Charleston
Wyeth, Harold B.	Charleston
Young, Ethel	Gays
Young, Lucy	Dudley
Young, Mary M.	Dudley
Young, Minta J.	Sorento
Zagel, Edith M. S.	Effingham

PUPILS IN MODEL SCHOOL

Ninth Grade

Anderson, Irene
Bevars, Dessie
Blomstrom, Arthur
Briggs, Robert
Brokaw, Mary
Chenoweth, Lola
Childress Forrest
Conrad, John
Cox, Leland
Doty, Flolla
Duvall, Kittie
Ferris, Myrtle
Gardner, Marie
Hardin, Louis

Hart, Anna
Johnson, Donald
Keefer, Gifford
King, Raymond
Leitch, William
Linder, Lucile
Milburn, Harry
Randolph, Glenn L.
Ricketts, Dorothy
Shortess, Lois
Taylor, Max A.
Watson, Wanda
Whipp, Marguerite

Eighth Grade

Anderson, Julian
Bails, Ernest
Bledsoe, Robbins
Cook, Gordon
Corzine, Bernice
Deputy, Mary Lois
Doty, Flossie
Dunn, Fred
Dunn, Ruth
Emery, Howard
Fasig, Mabel
Freeman, Emma
Galbreath, Ruth
Green, Esther
Hampton, Maurice
Hudson, Katherine

Jones, Evert
Kilgore, Helen
Linck, Edith C.
Linder, Mary
May, Eda
Norfolk, Polly
Rennels, Gerry
Rennels, Mary
Ryder, Hal
Sexson, Nellie
Stewart, Nora
Tarble, Van
Turner, Virgil
Watson, Nellie
Wright, Glenn

Seventh Grade

Baird, Lynn	Johnston, Sara
Black, Elsa	Kenney, Corinne
Blankenbaker, Zeta	Lynch, Alberta
Boulware, Maryon	McCrory, Margaret
Brown, Helen	Milburn, Elmer
Cox, Mary	Milburn, Helen
Crowe, Stanley	Newlin, Blanche
Duensing, Everett	Newlin, Frank
Duignan, Margaret	Root, Paul
Feagan, Margaret	Ryder, Bernice
Forcum, Opal	Shortess, Pauline
Fowser, Earl	Stanberry, Letha
Goble, Ivan	Stone, Ruth
Gordon, Eugene	Watson, Lois
Hall, Lucy	Wilson, Gladys
Harris, Neal	Winkleblack, Mary
Jeffris, Sybil	

Sixth Grade

Adair, Charles	Lee, Randall E.
Alexander, Maurine	Long, Grace
Boulware, Olive	McNutt, Elizabeth
Briggs, Manning	Reasor, Marguerite
Chenoweth, Burt	Record, Lulu
Cochran, Edgar	Reynolds, Bertha
Cox, Eva	Rutan, Edna
Crim, Charles	Sarchet, Mary
Freeman, Charles	Scott, Olive
Gaiser, Elsie	Serviss, Robert
Giffin, Russell	Smith, Clifford

Fifth Grade

Baker, Glenn	Byers, Josephine
Bails, Clifford	Byers, Vere

Cone, William
Cook, Leslie
Craig, Chloteel
Crowe, Mary
Davis, Charles
Edman, Glen
Giffin, Russell
Hampton, Roscoe
King, Irene
Lashbrook, Abbie
Lee, Edna

Lee, Frank
Level, Harlie
Rosebraugh, Linder
Shanks, Paul
Shoot, Tilford
Stanberry, Malora
Talbot, Carlos
Watson, Verna
Wilson, Floyd
Wilson, Paul
Worst, Harold

Fourth Grade

Berry, Josephine
Blackford, Robert
Carman, Gage
Crowe, Edith
Diemer, Alma
Edman, Virginia
Foreman, Harriett
Long, Dorothy
Love, Mildred
McCarthy, Josephine
McGurty, Edward

McNutt, Donald
Nehrling, Lucile
Root, Merle
Serviss, Trevor
Shoot, Loraine
Stewart, Inez
Stewart, Mary
Tremble, Ronald
Turner, Stephen
Wilson, Fern

Third Grade

Adair, Mary Ellen
Blanford, Charles
Byers, Maurine
Cochran, Omar
Cone, Mary Elizabeth
Cook, Raymond
Cox, Clifford
Davis, Gertrude

Fawley, Richard
Giffin, Veva
Lashbrook, Lucile
Level, Charles
May, Truman
McCarthy, Marian
Millar, Julian
Randolph, Blanche

Shanks, Muriel
Smith, Myrtle
Snyder, Olive

Talbott, Lenore
Watson, Wayne

Second Grade

Anderson, Gray
Barnes, Vernon
Bell, Cyril
Carman, Max
Chenoweth, Beulah
Craig, Gladys
Hampton, Marguerite
Hart, Paul
Kerans, Josiah

King, Thelma
Miles, Barbara
Mitchell, Reba
Nehrling, Dorothy
Shanks, Rocha
Stewart, Kate
Tate, Harriett
Taylor, Vernon
Thomas, Ruth

First Grade

Anderson, Audley
Anderson, Sumner
Bagley, Madeline
Briggs, Katherine
Coon, Paul
Crim, Clarence
Fortner, Lucien
Garver, Carl
Grant, Fern
Griffith, Marian
Love, Marjorie
Marshall, Donald

Mautz, Irene
Popham, Ross
Romizer, William
Sawyer, Donald
Stewart, Ruth
Thomas, Lester
Toops, Claude
Toops, Jessie
Tremble, Shirley
Wilson, Elmer E.
Wilson, Goldie

SUMMARY

	1906-7	1907-8	1908-9	1909-10
Normal Department	332	397	427	449
Summer School - -	429	452	504	452
	<hr/> 761	<hr/> 849	<hr/> 931	<hr/> 901
Model School - -	260	229	228	222
	<hr/> 1021	<hr/> 1078	<hr/> 1159	<hr/> 1123
Counted Twice - -	58	50	61	55
	<hr/> 963	<hr/> 1028	<hr/> 1098	<hr/> 1068
Total - -	963	1028	1098	1068

COUNTIES REPRESENTED

Bond	Ford	Montgomery
Champaign	Grundy	Moultrie
Christian	Iroquois	Piatt
Clark	Jasper	Richland
Clay	Jefferson	St. Clair
Clinton	Jersey	Sangamon
Coles	Kane	Shelby
Crawford	Lawrence	Vermilion
Cumberland	Macon	Wabash
Douglas	Madison	Washington
Du Page	Marion	Wayne
Edgar	Mason	White
Edwards	McHenry	Will
Effingham	McLean	
Fayette	Monroe	

OTHER STATES REPRESENTED

Arkansas	Iowa	Michigan	Ohio
Indiana	Kentucky	North Carolina	

GRADUATES

1900

Beeman, Marion N.	Robinson
Goble, Lloyd	Westfield
Koons, Guy J.	Oakland
Volentine, Bertha	New Douglas

1901

Caldwell, William A.	Neoga
Davis, Martha W.	Charleston
Doyle, Edna	Lerna
Haley, Nelle	Arcola
Iles, I. Victor	Dudley
Neal, Gertrude	Charleston
Scheytt, Clara J.	Charleston
Shoemaker, Theodora	Charleston
Slemmons, Antoinette L.	Paris
Vail, Frances De C.	Charleston
White, Millie E.	Charleston

1902

Carothers, Ida E.	Mattoon
Edman, Frances	Charleston
Fiock, Edward J.	Olney
Foster, Sylvia S.	Girard
Gaiser, Katherine	Charleston
Harding, Gertrude	Charleston
Moore, Florence	Charleston
Parks, Laura A.	Dexter
Riggins, John A.	Hutton
Shy, Nelle	Kansas
Ward, Jennie	St. Mary's, Indiana
White, Mahala	Charleston
Woodson, Elsie	Charleston

1903

Balter, Gertrude A.	Charleston
Dougherty, Phillip	Charleston
Doyle, Eliza	Lerna
Ellison, Grace	Mattoon
Farrar, Roscoe	Dorans
Ficklin, Mary	Charleston
Freeman, Ernest	Charleston
Gordon, Charles	Lawrenceville
Harker, Josephine	Peoria
Harrah, Hattie A.	Charleston
Harris, William	Moweaqua
Huston, Myrtle	Charleston
Jenkins, Katherine	Charleston
Littler, Sherman	Potomac
Lumbrick, Arthur	Charleston
McDonald, Alice B.	Charleston
Persons, Zulu	Danville
Reeder, John C.	Humbolt
Shannon, Mary	Mattoon
Shoot, Bonnie	Charleston
Stewart, Charles	Charleston
Wade, William E.	Redmon
Wallace, Charles	Charleston
Wright, Mabel	Charleston
Young, Eva N.	Effingham

1904

Anderson, Ethel	Charleston
Bubeck, Charles M.	Marshall
Bullock, Florence W.	El Paso
Byers, Bessie B.	Charleston
Coon, Mary W.	Charleston
Dewhirst, David M.	Olney
DeWolfe, John C.	Pana

DeWolfe, Lucy L.	Pana
Dorris, Sylvanus A.	Isabel
Ferguson, Jessie L.	Charleston
Hagemeyer, Bartlett	Butler, Kentucky
Hays, Cecilia M.	Mattoon
LaRue, Ruth A.	Etna
Littler, Carrie	Potomac
Lycan, Lydia B.	Kansas
McDonald, Louis L.	Charleston
Rapp, Martha B.	Mattoon
Rauch, Arlie B.	Charleston
Record, Loue	Charleston
Sims, Nellie	Charleston
Thissell, Bessie I.	Charleston
Walker, Emma	Casey
Waggoner, Alvin	Gays
Weatherly, Carrie	Paris
Webb, Anna	Charleston
Wilson, Ethel V.	Chrisman

1905

Anderson, Mabel	Charleston
Balch, Eva	Lerna
Balch, Flora	Lerna
Bradley, Irma M.	Charleston
Brewer, Mary	Charleston
Cavins, Henrietta O.	Mattoon
Chumley, Eugene	Owaneco
Cottingham, Carrie E.	Charleston
Edman, Minnie	Charleston
Ferrish, Lewis	Charleston
Gannaway, Ethel	Charleston
Henderson, Frank	Isabel
Hobbs, Anna C.	Charleston
Honn, Edward F.	Charleston
Honn, Josephine W.	Ashmore

Huron, Helen B.	Charleston
Lee, Jessie E.	Pesotum
Littler, Nelle M.	Danville
Maxham, Ula	Charleston
McDonald, Elmer M.	Lerna
Overholser, Nora G.	Charleston
Phipps, Charles	Charleston
Randolph, Edgar D.	Gays
Shoot, Gertrude T.	Charleston
Stanberry, Jesse O.	Greenup
Stark, Cecil	Hume
Tohill, Flossie	Flat Rock
Tooke, Helen E.	Charleston
Warman, Hettie M.	Charleston
Wentz, Roy A.	Hindsboro

1906

Bainbridge, Albert O.	Shelbyville
Baker, W. W.	Charleston
Bishop, Daisy	Charleston
DeWolfe, Donald J.	Pana
Dunbar, Christina	Sterling
Dwyer, Ellen F.	Charleston
Earnhart, William H.	Flat Rock
Evans, Minnie L.	Charleston
Faris, Mildred	Lerna
Fender, Charles W.	Ashmore
Foote, Luauda	Charleston
Freeman, Frances F.	Charleston
Geddes, Grace	Newton
Hackley, Gertrude	Mattoon
Harry, Bertha	Humbolt
Hashbarger, Clara B.	Arcola
Kyger, Roy J.	Danville
Long, Florence E.	Charleston
McNutt, Wade	Oconee

Reat, Ruth	Charleston
Sargent, Paul T.	Charleston
Sargent, St. John	Charleston
Williams, Lucia Q.	Mattoon
Wooll, Jessie	Charleston

1907

Barrett, Agnes	Mattoon
Black, Paul	Greenup
Bradford, Ernest C.	Hindsboro
Bruner, Mabel R.	Mattoon
Clark, Nellie N.	Mattoon
Covey, Jessie B.	Sullivan
Cruzan, Myrtle A.	Mattoon
Dappert, Nora E.	Taylorville
Davis, Lois M.	Charleston
Edman, Eulalie	Charleston
Freeman, Agnes M.	Charleston
Hagan, Warren L.	Windsor
Hamill, Lena	West Union
Harwood, Otto	Janesville
Heil, Sopha E.	Arcola
Holaday, Marguerite	Mattoon
Mabee, Elsie	Charleston
Martin, Jessie C.	Arthur
McGinnis, Marguerite	Alton
McNutt, Mary I.	Springfield
Pumphrey, Hazel A.	Oak Park
Stewart, Bertha B.	Charleston
Stewart, Bessie H.	Metropolis
Travis, Edna C.	Greenville
Wait, Bernice	Greenville
Wallar, Beulah H.	Oak Park
Wright, Helen A.	Charleston

1908

Barringer, Edna	Hillsboro
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Bottenfield, Ezra O.	Oblong
Brown, Victor I.	Oblong
Carney, Lydia Z.	Charleston
Crum, Edna B.	Charleston
Cummins, Edna	Rose Hill
Davis, Leonard E.	Charleston
Drayer, Julia A.	Hartford City, Indiana
Finley, Charles W.	Charleston
Gabel, Goldie	Greenup
Glassco, Melville	Charleston
Hosford, Jean	Danville
Hostetler, Ruth	Charleston
LaRue, Ella	Etna
Lucas, Douglas P.	Bath
Mabee, Mirtie	Charleston
Maris, Florence	Tuscola
Maris, J. Claire	Tuscola
McCrory, Bertha E.	Charleston
McKittrick, M. Augusta	Tower Hill
Meeker, William R.	Hazel Dell
Milholland, Arthur L.	Charleston
Murphy, Bessie	Charleston
Orcutt, Emily R.	Charleston
Price, Edna E.	Mt. Vernon
Riley, Ruth	Lerna
Summers, Mrs. Alice	Charleston
Tohill, Louis A.	Flat Rock
Wiman, Nelle	Oblong

1909

Belting, Paul E.	Charleston
Briggs, Margaret	Charleston
Brown, M. Ethel	Piqua, Ohio
Bruner, Mary V.	Mattoon
Buckmaster, Pluma N.	Charleston

Chamberlin, Frank	Gays
Coffman, Beryl L.	Salem, Indiana
Corzine, Harland W.	Charleston
Corzine, May I.	Charleston
Cossairt, Laura G.	Potomac
Davis, Myrtle A.	Charleston
Degenhardt, Irene	Alton
Dickerson, Jeanette M.	Curran
Dixon, Frances M.	Herrick
Feagan, Effie L.	Charleston
Foreman, Lulu B.	Charleston
Funkhouser, Fern	Mattoon
Funkhouser, Taylor	Mattoon
Gannaway, Lelia	Mattoon
Hanselman, Anna M.	Piqua, Ohio
Harry, J. Roscoe	Humbolt
Heil, Mary E.	Arcola
Homann, Ferdinand	Mattoon
Honn, Jessie M.	Ashmore
Hostetler, Lida A.	Chareston
Hostetler, Oliver C.	Charleston
Howe, Verna	Robinson
Huber, Harry L.	Mattoon
Hume, Chester	Danville
Ivy, Torney P.	Fillmore
McCabe, Edward L.	Charleston
Orr, Esther	Sidell
Phillips, John B.	Sullivan
Phillips, Oda O.	Sullivan
Smith, Fred	Yale
Tate, Ethel	Mattoon
Wamsley, Ruth R.	Charleston
White, Oshia	Charleston
Williams, Ethel T.	Mattoon

FORMER MEMBERS OF THE BOARD OF TRUSTEES

	Date of appointment
S. M. Inglis, Springfield	ex officio
Joseph H. Freeman, Springfield	ex officio
A. J. Barr, Bloomington	June 5, 1895
M. P. Rice, Lewiston	June 5, 1895
F. M. Youngblood, Carbondale	June 5, 1895
M. J. Walsh, East St. Louis	June 5, 1895
Calvin L. Pleasants, El Paso	June 5, 1895
H. A. Neal, Charleston	April 14, 1897
L. P. Wolf, Peoria	April 14, 1897
A. H. Jones, Robinson	April 14, 1897
W. H. Hainline, Macomb	April 14, 1897
F. M. Youngblood, Carbondale	April 14, 1897
Alfred Bayliss, Springfield	ex officio
H. A. Neal, Charleston	April 14, 1899
L. P. Wolf, Peoria	April 14, 1899
W. L. Kester, Kansas	Nov. 6, 1899
W. H. Hainline, Macomb	July 25, 1900
Charles H. Austin, Elizabethtown ...	July 25, 1900
H. G. Van Sandt, Montrose	June 4, 1901
Clarence H. Oxman, Grayville	July 25, 1904

FORMER MEMBERS OF THE FACULTY

S. M. Inglis, President	1898
Louis H. Galbreath, Supervisor of Training	
Department	1899
G. W. Smith, School Law and Geography.	1899
Luther E. Baird, Assistant in English ..	1899-1900
James H. Brownlee, Reading	1899-1900
Ella F. Corwin, Librarian	1899-1900
Bertha Hamlin, Critic Teacher in Gram-	
mar School	1899-1900
Mrs. Louise B. Inglis, History	1899-1900

J. Paul Goode, Physics and Geography ..	1899-1901
Alice B. Cunningham, Critic Teacher in Primary School	1899-1901
Frances E. Wetmore, Registrar	1899-1903
W. M. Evans, English	1899-1904
Edna T. Cook, Critic Teacher in Gram- mar School	1899-1904
Charlotte M. Slocum, Critic Teacher in Primary School	1899-1905
Henry Johnson, History	1899-1906
Francis G. Blair, Supervisor of Training Department	1899-1906
Otis W. Caldwell, Biological Sciences	1899-1907
Edith P. Bennett, Critic Teacher in Grammar School	1900-1901
Grace W. Knudsen, Geography	1900-1901
Florence M. Beck, Librarian	1900-1904
Alice L. Pratt, Critic Teacher in Gram- mar School	1900-1904
James A. Dewey, Physics	1901-1902
Roswell C. McCrea, History and Civics ..	1901-1902
George D. Hubbard, Geography	1901-1903
Elizabeth Branch, Assistant Librarian ..	1901-1904
Katherine Gill, Reading and Physical Cul- ture	1901-1904
Charlotte Kluge, Critic Teacher in Gram- mar School	1901-1904
Eva M. Russell, Assistant in Mathematics.	1901-1905
Clara M. Snell, Critic Teacher in Primary School	1901-1906
Elmer I. Shepard, Assistant in Mathematics	1902-1903
Thornton Smallwood, Physics and Chemis- try	1902-1903
Beatrice Pickett, German and History ...	1903-1907

116 A Catalogue of the E. I. S. N. S.

Sadie Harmon, Critic Teacher in Grammar School	1904
Inez Pierce, Assistant Librarian	1904-1905
Edith C. Bailey, Reading	1904-1906
Mamie H. O'Neal, Registrar	1904-1906
Lorena C. Sidey, Critic Teacher in Grammar School	1904-1906
Nettie B. Dickson, Critic Teacher in Grammar School	1904-1907
Elnora J. Richardson, Assistant in Mathematics	1905-1906
Margerethe Urdahl, German and History ...	1905-1906
Grace D. Phillips, Assistant Librarian	1906
L. Lance Burlingame, Assistant in Biology	1906
Josie Batcheller Houchens, Assistant Librarian	1906
Florence Harrison, Reading	1906-1907
Ida E. Carothers, Botany	1906-1907
Charlotte Amy Rogers, History in the Grades	1907-1908
Amelia Harrington, Critic Teacher in Grammar School	1907-1909
Katharine Pfeiffer, Head of Pemberton Hall	1908-1909
Lillian E. Ravenscroft, Critic Teacher in Grammar School	1909

